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ABSTRACT

This document presents a program designed to provide students with a comprehensive and interesting way to study their community. Although developed for secondary students, the program activities, with slight modification, should be equally successful with intermediate-level students. Using the community as the area to be studied, a major focus of the program, is on values clarification, problem-solving, and decision-making skills. The program is divided into four sections: (1) The General Scene; (2) The Social/Political Scene; (3) The Economic Scene; and (4) The Local Scene. A variety of activities has been developed for each part of the program except part four, The Local Scene, for which the teacher is expected to produce activities about the local community. The program consists of a set of objectives and related activities. Two activities are provided on each sheet. Appendices list supplemental activities and assessment possibilities. (DB)

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OUR LIVING COMMUNITY

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COMMUNITY STUDIES THROUGH THE DAILY NEWSPAPER

by
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Dedication

Harold and Ann
John and Marge

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OUR LIVING COMMUNITY

INTRODUCTION

Abraham Lincoln once said:

"It is in your hands, fellow citizens, that the future of the Republic rests." Yet data reveals that our young people know very little about the basic facts about government and politics. America's self-government system will only be secure when citizens are informed. The basic training for this rests with social studies teachers.

Social studies should be one of the most important programs offered elementary and secondary students. In study after study, though, social studies programs rank low in the list of most important and most popular school programs. There are a variety of reasons for this, one of which may be that students are not provided the opportunity to learn social studies concepts and skills that have meaning and that are applicable to the real world. Dr. John Guenther has set out to change this. He has written a community study program for students and teachers wanting "real," "meaningful" and "applicable" experiences.

Dr. Guenther's work, as you will note when you read it and use it in your classroom, is a careful, thoughtful, and exciting program.

Dr. Guenther's selection of the newspaper, a community's journal of events and issues, adds an instructional resource that you and your students will find motivating and informative.

This packet, with its carefully designed concepts, skills, and activities, will become a major resource in social studies classrooms across this country. For if there ever was a "basic skill" it belongs to informed citizens who learn to make personal and social decisions based on knowledge rather than emotion; fact rather than opinion; truth rather than falsity. John Guenther knows this and has designed the activities around the student's immediate environment (his/her community), using a lifelong instructional tool (the newspaper), with the hope that young people will learn the importance of being informed citizens in a democracy (knowledge, skills, values, decision-making).

"Our Living Community" — the study of the local community — using newspapers — is the kind of instructional resource all social studies teachers have been looking for. Dr. Guenther deserves our thanks and appreciation.

Edward F. DeRoche, Dean
School of Education
University of San Diego

PROGRAM OVERVIEW

Our Living Community is designed to provide students with a comprehensive and interesting study of their community. Although developed for secondary students, the program activities, with slight modification, should be equally useful with intermediate-level students.

The program activities are varied and should accommodate the different learning styles, interests and needs of secondary students. A major focus of the program, while using the community as the area to be studied, is on values clarification, problem-solving and decision-making skills.

The program is divided into three sections or sub-topics:

PART ONE:	THE GENERAL SCENE
PART TWO:	THE SOCIAL/POLITICAL SCENE
PART THREE:	THE ECONOMIC SCENE
PART FOUR:	THE LOCAL SCENE

A variety of activities have been developed for each part of the program except for part four . . . . which is for your own local scene and which you will want to produce. Some activities can be used with more than one section of the program. For example, adapting a comic strip to reflect local issues or concerns defies discrete classification; the theme of the comic strip adaptation may be primarily social, political or economic.

PROGRAM COMPONENTS

There are two activities on each sheet. The activity sheets can be duplicated as included, or separated and pasted on individual cards. Recordkeeping and planning forms have been developed for use with the program (see pp.). The program consists of a set of objectives and related activities.

The program was designed to be utilized in a variety of instructional formats and settings.

It can be used, for example:

1. As a teaching unit with one or more parts of the program.
2. As a supplement during the full term, semester or school year.
3. As a specialized minicourse.

4. As a supplement in which certain activities are integrated with regular classroom experiences.
5. As the basis for developing newspaper activity packages or centers to individualize instruction.

Although all program objectives and activities may be utilized with each instructional approach, teachers may feel that not all are relevant to their particular teaching situation. Through the individual selection of objectives, activities and instructional approaches, the program attempts to maximize flexibility, while at the same time providing a general structure of learning experiences.

Additional activities may be added, as desired, to further complete the scope of the program. The existing activities are designed to utilize the most current copy of the newspaper. The teacher may decide, in addition, to select certain articles, advertisements, etc., before the students actively begin studying the topic. Certainly, with continued use of the program, there will be some materials collected which can be utilized with future classes.

IMPLEMENTATION QUESTIONS

Before actually initiating the program, it may be helpful to consider answering the following questions:

1. What instructional method will be utilized?
2. Which objectives and activities will be used in the program?
3. Will additional activities and materials need to be developed?
4. What changes will need to be made in the physical arrangements of the classroom?
5. How and when will the necessary newspapers be ordered or collected?
6. Since some activities call for the use of newspapers from other communities, how will they be ordered or secured?
7. How will the program be evaluated? Will points be assigned for each activity?
8. How will students' work be collected and displayed?

9. What kind of a management system will be necessary? Will students "contract" for the completion of a certain number of activities?
10. Since some activities require that the student collect or search for information for a fairly long period of time, how will this affect on-going classroom programs?

Certain activities require special preparation and/or use of classroom facilities. The sharing of completed projects by using bulletin boards or display areas may, for example, require some rearrangement of classroom space.

The teacher should read each activity very carefully to determine what, if any, additional materials or arrangements are required.

PROGRAM GOALS

Briefly stated, the program offers students the opportunity to develop:

1. . . . a better understanding of their local community.
2. . . . an appreciation of their community and its quality of life.
3. . . . an understanding of their own values and feelings about their community.
4. . . . awareness of the importance of the daily newspaper as a continuous source of information about their community.
5. . . . skills in problem-solving and decision-making.
6. . . . basic skills through a variety of reading, writing, and research activities.

Specific objectives for each activity are included on the Living Community Program Planning Form (pp. 20-30).

RESOURCE REQUIREMENTS

The daily newspaper is the only resource needed to complete the program. The teacher may, however, want to use additional material from other sources. Certainly, material developed by the local Chamber of Commerce, Historical Society, Better Business Bureau and other community organizations may be useful.

Specific data about the community that would not regularly appear in the newspaper may be collected and integrated into the program. For example, data regarding climate, vegetation and wildlife, population, in-out migration, income levels, poverty, sales taxes, employment and birth and death rates may be helpful in forming a complete profile of the community. Students can use the data to write news articles, feature stories etc. The data will also be helpful as students consider solutions to community problems.

Some activities require students to compare their community with others. Obviously, newspapers from other communities will need to be collected. The papers can be ordered directly from the newspaper, purchased at a newstand or collected from parent and student travels. If the papers are to be ordered, make sure that you include enough money for postage and handling.

Before beginning the community study, each student could order a copy of a newspaper from a list preselected by the teacher. It's a good idea to have everyone request a newspaper for the same date. Requests should be made at least two weeks in advance.

Other activities ask the students to compare present with past issues of the newspaper. Newspapers, of course, maintain a library of past issues that can be examined by students. A scavenger hunt by students and parents will more than likely turn-up the needed copies. If papers are scarce, they can be laminated or mounted to retain their usefulness for future community studies.

NEWSPAPER ACTIVITY PACKAGES AND OUR LIVING COMMUNITY

As witnessed by the number of articles that have been written extolling its benefits, activity packages represent one of the all-too-few innovative practices that appears to have "caught on" with classroom teachers. The practicality of activity packages, as an approach to individualizing instruction, is documented by their increasing acceptance as an alternative to traditional classroom strategies. This particular approach is ideal for use with the Living Community Program.

Briefly defined, an activity package is a self-instructional learning system that enables students to achieve objectives at their own rate, while meeting their own needs and interests. It is a step-by-step set of directions that gives the student options to meet certain well-defined objectives.

Developing activity packages can be time-consuming and complex. What is described in this publication, however, is a simplified form of the process as it relates specifically to the use of the newspaper as the primary package resource in studying the local community. Much of the actual work in developing the package has already been accomplished, since the objectives and activities are provided in this manual. The basic question is how best to organize the objectives and activities into a useful instructional format for your students.

Why Activity Packages?

Activity packages assist in the process of individualizing instruction since they are designed to:

1. Provide program flexibility by allowing students to progress at their own rate and move from package to package as needed.
2. Provide optional activities to meet individual student needs and interests.
3. Provide optional grouping patterns to maximize individual and small group learning processes.
4. Provide constant feedback to students.

5. Provide continuous, personal student involvement in the learning process.
6. Provide for student responsibility and commitment to the completion of learning activities.
7. Provide a learning environment in which the teacher functions as a professional manager of learning experiences — free to work individually or in small groups with students as needed.

In effect, the learning package format plus the newspaper equals very relevant learning experiences tailored to the individual needs and interests of students. While packages are in vogue, and there is an increasing interest in newspaper-in-education programs, there has been little written that would bring the two components together in the form of an educationally significant program. Every attempt should be made to relate basic school programs to the real world as reflected by the daily newspaper.

The newspaper is viewed as a viable resource for any type of activity package. While teachers assume the responsibility of individualizing instruction and teaching certain concepts and skills, they also assume the responsibility of utilizing the resources that their students will use throughout their adult lives. A concept or skill is of real value only when it is understood or applied in the practical context of the world of daily life.

Format

Most newspaper activity packages are designed to be completed in a fairly short period of time (4-6 hours). In all cases they are written for students, using a language and vocabulary that will be easily understood. Since they will be completed as free as possible of teacher direction and large group activities, specific written directions that clearly communicate the teacher's intentions are essential.

Cover

A cover should be designed for the package using, when possible, illustrations, cartoons, newspaper clippings, etc. The cover should indicate the package title, grade level and name of the producer — whether teacher or student.

Introduction

The introduction, to be written by the teacher, should include the following information.

1. An overview of the package.
2. Why the topic is important.
3. How the package relates to past and future educational experiences.
4. How the individual package relates to the overall Living Community Program.

Again, all parts of the package are written directly to the student.

Special Instructions

It is helpful to communicate to the students any information that will help them successfully complete the package. Such information might include:

1. Evaluation procedures.
2. Recordkeeping procedures.
3. Room arrangements.
4. Package flowcharts.
5. Procedural directions and rules.
6. Submitting completed work.
7. Time and schedule requirements.
8. Distribution of newspapers.

Objectives

All package objectives should be listed and communicated to the students. Since the total program objectives have already been identified, (see pp. 21-31), it will be necessary to determine which specific objectives will be utilized with each learning package.

Pre-Assessment

Although not required, the teacher may want to preassess students on the package objectives. Most of the objectives and activities for the Living Community Program, however, call for student opinion and are not readily adaptable to an objective analysis.

Some pre- and post-assessment possibilities are as follows:

1. Assess the student's current level of knowledge and concern about community problems.
2. Assess the personal views of students regarding their community.
3. Develop items that measure the student's knowledge about community current events.
4. Assess student newspaper reading habits and their understanding of how the newspaper can be used as a source of information about the community.

Included in the Appendix are additional assessment possibilities.

The teacher may prefer a more informal assessment. If students are beginning the package study at the same time, a general discussion of the community may provide useful information.

A pre-assessment is generally used, along with a post-assessment, to determine the degree of learning that has taken place as a result of studying the newspaper package. The pre-assessment can also be used to determine student interests; thus providing a basis for the assignment and selection of objectives and activities.

Sections

Newspaper activity packages are normally divided into sections by using whatever organization is most logical. The 4-6 hours of instructional time for the total package is sub-divided into shorter, more manageable units (sections).

Some examples of living community newspaper activity packages and their related sections are as follows:

Classifying Community News

A Classification System
Classifying News
Interpreting Results

Community Problems

10 Problems
Problem Identification
Solving a Problem
Sharing a Solution

We're Growing

Evidence of Growth
Growth Patterns
Growing Pains

A newspaper package can consist of an organized selection of activities from the Living Community Program. A package on community values, for example, could utilize any of a number of values clarification activities selected from the total series of activities developed for the program. Another approach would involve developing a separate package for each of the three major sections of the Living Community Program.

Each section of an activity package contains:

A. A Brief introduction

The teacher's introduction to each section provides an overview for the student and attempts to relate each section to the overall purpose of the package as described in the package introduction.

B. Objectives

The objectives for all sections (the total package) should be listed for the students after the package introduction. The specific objectives for each section are listed independently after the introduction to each section.

The objectives may be listed by number if the student has a copy of the Living Community Program objectives. It is strongly suggested, however, that the objectives be communicated in written form for each section.

Use the stem — after completing this section of the Living Community Newspaper Activity Package, you will be able to:

C. Activities

The activities follow the introduction and listing of objectives. Using the objectives as a reference, activities are selected or developed for each objective. The teacher will need to decide which activities will be required and which will be optional. Students should be given some choices.

Since the activities are fully described on the activity sheets that are included with the program, the student may be directed by number to the appropriate activity.

The activities to be utilized in the package can be reproduced and distributed to each student, or they can be placed in a file or activity center in one area of the classroom.

As outlined above, each section contains an introduction, set of objectives and activities. The developmental process repeats through the final section of the package.

Self-Check

Normally, after students have finished all sections of the package, they complete a self-check (on a form to be developed by the teacher) which measures the degree to which they have achieved the package objectives. The self-check is non-graded and is used to determine whether the student is ready to take a post-assessment. If the self-check results are not satisfactory, the student can be directed to additional activities for remediation. If the results are positive, the student takes the post-assessment.

A self-check may or may not be necessary for the Living Community Activity Packages. Certainly, a self-check would not be necessary if a post-assessment is not required. Self-checks do not need to consist only of test items; they may, for example, include the successful completion of certain activities.

Post-Assessment

The post-assessment is used to determine both the success of the student in achieving the package objectives, and the success of the package as a learning experience. If the student's performance on the post-assessment is unsatisfactory, he/she can be redirected to additional activities.

Again, a post-assessment may not be required. Certainly, it is useful, however, to ask students their perceptions of the value of the package as a learning experience.

The student's final grade for the package, and his/her achievement of the package objectives, will likely be determined through the completion of various activities. Again, the teacher may want to assign points to each activity depending upon the degree of difficulty and time requirements.

Enrichment

After completing the post-assessment, or upon completion of the final section of the newspaper package, the student may desire to continue studying the topic. The enrichment section (see p.) contains a description of additional activities that students may select. It is conceivable, of course, that students may propose their own enrichment activities.

Student Records

The teacher should develop for each package a recordkeeping form for both student and teacher use. The form should contain a listing of the package activities, a way to indicate which activities have been completed, and space for teacher comments. Pre and post-assessment results and the enrichment activities that have been completed can also be identified on the form.

Additional Suggestions or Guidelines

1. Remember, the packages are written directly to the student.
2. Variety and options make the packages more interesting.
3. Make the packages as visually appealing as possible.
4. Field-test the package to make sure that all directions are complete and easily understood.
5. To minimize the cost of the package, students can be requested to not write in the package itself, and complete activities using their own paper, etc.

Conclusion

It is hoped that the Living Community Program will prove useful in individualizing instruction and will lead to the development of newspaper activity packages that can be shared and disseminated.

The availability of the daily newspaper and its obvious advantages in bringing the "real world" to the classroom, coupled with the success of activity packages, brings to the classroom practical educational resources and practices.

Planning and Recordkeeping Forms

When developing a Living Community newspaper activity package, it is useful to utilize planning forms that provide a measure of order to the developmental process. Activity package planning forms (#2 & #3) are included on the following pages. Also included is a recordkeeping form (#5) that can be used to monitor student progress through the completion of package activities.

LIVING COMMUNITY NEWSPAPER ACTIVITY PACKAGE

FORM #2

NAME ____________________

GRADE LEVEL ____________________

PACKAGE TITLE: ____________________

SECTION 1: ____________________

SECTION 2: ____________________

SECTION 3: ____________________

SECTION 4: ____________________

SECTION 5: ____________________

LIVING COMMUNITY NEWSPAPER ACTIVITY PACKAGE RECORDKEEPING FORM

FORM #3

PACKAGE TITLE ______________________ NAME ______________

SECTION ________ TITLE ______________________ GRADE LEVEL ____________

OBJECTIVES (#)

Activities (#)

SECTION ________ TITLE ______________________

OBJECTIVES (#)

ACTIVITIES (#)

THE LIVING COMMUNITY NEWSPAPER ACTIVITY PACKAGE PLANNING FORM

FORM #5

NAME ______________________________

CLASS ______________________________

PACKAGE TITLE ______________________________

PRE-ASSESSMENT ________ SELF-CHECK ________ POST-ASSESSMENT ________

EVALUATION ______________________________

SECTION #	ACTIVITY #	DATE	POINTS	TOTAL POINTS	COMMENTS

ENRICHMENT: ______________________________

____

____

LIVING COMMUNITY PLANNING FORMS

1. LIVING COMMUNITY PROGRAM PLANNING FORM

   This form (#4) is used to plan the overall student program. Each activity is listed by title, number, objective, and program section. The teacher, after reading each activity sheet, should identify those activities that will be required (R) and those that will be optional (O). Using this form helps with the planning process by ensuring that there are activities for each objective to be included in the program. If desired, the teacher can assign a point total to each activity.

2. LIVING COMMUNITY RECORDKEEPING AND STUDENT PLANNING FORM

   This form is used to plan a program for each student, and to monitor his/her progress. The activities selected from Planning Form #1 may be entered onto the Student Planning Form. The form (#4) includes a place to indicate the date the student finished each activity and the points possible and actually earned by the student. If students complete some of the extra activities listed on the activity sheets, their work should be described at the bottom of the form.

PLANNING FORM #1

Our Living Community

Program Planning Form

SECTION I — GENERAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
1			HEADLINES I'D LIKE TO SEE	EXPRESS VALUES THROUGH POTENTIAL NEWS HEADLINES
2			COMMUNITY COLUMNIST	ANALYZE COMMUNITY ISSUES OR PROBLEMS
3			COMMUNITY CROSSWORK	IDENTIFY COMMUNITY NAMES, PLACES, AND EVENTS
4			OUR NEWSPAPER HAS DISAPPEARED	ANALYZE THE IMPORTANCE OF THE LOCAL NEWSPAPER
5			CLASSIFYING COMMUNITY NEWS	CLASSIFY NEWS STORIES
6			MICROCOSM	ANALYZE THE NEWSPAPER AS A CULTURAL RECORD
7			WORDS DESCRIBE OUR COMMUNITY	DESCRIBE THE COMMUNITY THROUGH SELECTED WORDS
8			COMMUNITY HOROSCOPE	SUMMARIZE COMMUNITY NEWS
9			FOLLOW-UP	PREDICT THE CONSEQUENCES OF NEWS EVENTS
10			HISTORY FEATURE	DETERMINE THE SIGNIFICANCE OF LOCAL HISTORY
11			COMMUNITY NEWS — HOW MUCH	IDENTIFY THE LEVEL OF NEWS STORIES
12			LOCAL EDITORIALS — TOPIC ANALYSIS	ANALYZE COMMUNITY ISSUES
13			WE'RE SIMILAR AND DIFFERENT	IDENTIFY COMMUNITY SIMILARITIES AND DIFFERENCES
14			COMIC STRIP ADAPTATION	DESCRIBE ONE OR MORE COMMUNITY ISSUES
15			OUR WEATHER	COMPARE COMMUNITY WEATHER CONDITIONS
16			WHERE IT'S HAPPENING	IDENTIFY THE LOCATION OF COMMUNITY NEWS
17			A GIFT FOR YOU	DETERMINE COMMUNITY NEEDS
18			MOST AND LEAST INTERESTING	IDENTIFY ITEMS OF INTEREST AND DISINTEREST

Our Living Community

Program Planning Form

SECTION I — GENERAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
19			CITIZEN OF THE YEAR	JUDGE INDIVIDUAL CONTRIBUTIONS TO COMMUNITY LIFE
20			LOCAL NEWS — NATIONAL IMPORTANCE	ANALYZE THE NATIONAL SIGNIFICANCE OF LOCAL NEWS
21			A COMMUNITY DICTIONARY	DEFINE COMMUNITY NAMES, TERMS, PLACES AND EVENTS
22			IN CASE YOU MISSED IT	SUMMARIZE COMMUNITY NEWS
23			A SENSE OF HUMOR	IDENTIFY EXAMPLES OF A COMMUNITY SENSE OF HUMOR
24			I'D NEVER HEARD OF	IDENTIFY SPECIFIC INFORMATION ABOUT THE COMMUNITY
25			COMMUNITY CARTOON STRIP	ILLUSTRATE COMMUNITY CHARACTERISTICS
26			COMMUNITY OBITUARY	ANALYZE PAST COMMUNITY EVENTS AND CHARACTERISTICS
27			COMMUNITY ORGANIZATIONS	IDENTIFY VARIOUS COMMUNITY ORGANIZATIONS
28			OUR COMMUNITY NEWSPAPER	EVALUATE THE LOCAL NEWSPAPER
29			COMMUNITY REFLECTIONS	ILLUSTRATE LIFE OR IMAGES OF THE COMMUNITY
30			A PERSONAL AD	DESCRIBE PERSONAL FEELINGS ABOUT THE COMMUNITY
31			BLANKET STATEMENTS	VALIDATE GENERALIZATIONS ABOUT THE COMMUNITY
32			PROBLEMS CHECKLIST	IDENTIFY COMMUNITY PROBLEMS
33			OUR COMMUNITY — 2000 A.D.	PREDICT FUTURE COMMUNITY NEWS
34			GOOD AND BAD CITIZENSHIP	IDENTIFY EXAMPLES OF GOOD AND BAD CITIZENSHIP
35			IT'S NOT ONLY OUR PROBLEM	IDENTIFY COMMON PROBLEMS TO ALL COMMUNITIES
36			COMMUNITY EDITOR	EVALUATE THE IMPORTANCE OF NEWS EVENTS

Our Living Community

Program Planning Form

SECTION I — GENERAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
37			DEAR EDITOR	EXPRESS AN OPINION ON COMMUNITY ISSUES
38			COMMUNITY LOST AND FOUND	ANALYZE CHANGES IN COMMUNITY QUALITIES
39			WE'RE WINNING — WE'RE LOSING	PROPOSE SOLUTIONS TO COMMUNITY PROBLEMS
40			WE'RE UGLY — WE'RE BEAUTIFUL	COMPARE AND CONTRAST THE PHYSICAL ENVIRONMENT OF THE COMMUNITY
41			COMMUNITY MOBILE	EXPRESS A PARTICULAR VIEW OF THE COMMUNITY
42			FRONT PAGE	DETERMINE MAJOR COMMUNITY NEWS STORIES
43			ANOTHER PAPER ADVERTISES	IDENTIFY EVENTS OF INTEREST IN OTHER COMMUNITIES
44			COMMUNITY COUPON	IDENTIFY COMMUNITY SERVICES, ATTRACTIONS AND OPPORTUNITIES
45			FAVORITE FEATURE	IDENTIFY FEATURES OF COMMUNITY INTEREST
46			COMMUNITY EXPERT	DEMONSTRATE EXPERTISE IN ONE ASPECT OF THE COMMUNITY
47			COMMUNITY PICTURE QUIZ	RECOGNIZE PICTURES FROM THE COMMUNITY
48			COMMUNITIES HELP PEOPLE	IDENTIFY EXAMPLES OF COMMUNITY HELPERS
49			NEIGHBORING COMMUNITIES IN THE NEWS	IDENTIFY NEWS OF INTEREST FROM NEIGHBORING COMMUNITIES
50			A PROMINENT VISITOR	SELECT THE MOST SIGNIFICANT COMMUNITY PEOPLE, PLACES AND EVENTS
51			SHOULD'VE BEEN IN THE PAPER	IDENTIFY INFORMATION FOR INCLUSION IN THE NEWSPAPER
52			COMMUNITY HISTORY BOOK	EVALUATE THE HISTORICAL SIGNIFICANCE OF COMMUNITY NEWS
53			COMMUNITY HEADLINES	CLASSIFY COMMUNITY HEADLINES
54			COMMUNITY NEWS CALENDAR	IDENTIFY UPCOMING COMMUNITY EVENTS

Our Living Community

Program Planning Form

SECTION I — GENERAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
55			COMMUNITY STATEMENTS	DETERMINE PERSONAL VIEWS ABOUT THE COMMUNITY
56			COMMUNITY TRAVEL POSTER	IDENTIFY POSITIVE COMMUNITY CHARACTERISTICS
57			COMMUNITY NEWS QUIZ	RECOGNIZE COMMUNITY NEWS EVENTS
58			COMMUNITY DIARY	DESCRIBE COMMUNITY EVENTS
59			COMMUNITY STATISTICS	IDENTIFY STATISTICAL INFORMATION ABOUT THE COMMUNITY
60			WHO'S WHO	IDENTIFY WHO'S WHO IN THE COMMUNITY
61			HEADLINE COLLAGE	ILLUSTRATE THEMES IN COMMUNITY NEWS
62			COMMUNITY FACT FILLERS	IDENTIFY FACTUAL INFORMATION ABOUT THE COMMUNITY
63			LOCAL STORIES OF INTEREST	DIFFERENTIATE STORIES OF INTEREST AND NON-INTEREST
64			INTERPLANETARY VISITOR	IDENTIFY GENERAL IMPRESSIONS OF COMMUNITY LIFE
65			UTILITY EDITORIAL	ANALYZE AN ISSUE OF COMMUNITY CONCERN
66			A COMING PROBLEM	ANALYZE A POTENTIAL COMMUNITY PROBLEM
67			COMMUNITY TIME CAPSULE	EVALUATE THE SIGNIFICANCE OF SELECTED NEWS ITEMS
68			ASK THE EDITOR	IDENTIFY INFORMATION ABOUT THE COMMUNITY
69			SELLING OUR COMMUNITY	DISTINGUISH POSITIVE COMMUNITY CHARACTERISTICS
70			PEOPLE AND PLACES	RECOGNIZE PEOPLE AND PLACES IN THE NEWS
71			COMMUNITY CRUSADER	DESCRIBE A COMMUNITY CRUSADE
72			GOOD NEWS OR BAD	DIFFERENTIATE BETWEEN GOOD AND BAD COMMUNITY NEWS

Our Living Community

Program Planning Form

SECTION I — GENERAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
73			THERE'S EVIDENCE	DOCUMENT EVIDENCE OF SELECTED ASPECTS OF COMMUNITY LIFE
74			NATIONAL NEWS — LOCAL SIGNIFICANCE	ANALYZE THE LOCAL SIGNIFICANCE OF NATIONAL NEWS
75			THESE THINGS	CLARIFY EMOTIONS GENERATED FROM READING THE NEWSPAPER
76			THESE AREN'T OUR PROBLEMS	IDENTIFY PROBLEMS UNIQUE TO OTHER COMMUNITIES
77			A COMMUNITY GARBAGE SALE	DETERMINE UNDESIRABLE ASPECTS OF THE COMMUNITY
78			WE'VE INHERITED A MILLION	IDENTIFY NEEDED COMMUNITY BETTERMENT PROJECTS
79			WISH I'D BEEN THERE	DESCRIBE AN IMPORTANT HISTORICAL EVENT
80			WE'RE AN ALL-AMERICAN COMMUNITY	DISTINGUISH POSITIVE COMMUNITY CHARACTERISTICS
81			MY COMMUNITY	ANALYZE POSITIVE AND NEGATIVE COMMUNITY FEATURES
82			OUR FUTURE IS BRIGHT/DIM	ANALYZE INDICATIONS OF COMMUNITY OPTIMISM/PESSIMISM
83			COMMUNITY TRENDS	DETECT TRENDS IN COMMUNITY LIFE
84			NOTABLE COMMUNITY QUOTES	IDENTIFY STATEMENTS ABOUT THE COMMUNITY
85			NOTABLE COMMUNITY QUOTES	SOCIAL/POLITICAL SCENE
86				
87				
88				
89				
90				

Our Living Community

Program Planning Form

			Activity Title	**Objective**
91			COMIC CHARACTERS	ANALYZE CHARACTERISTICS OF THE COMMUNITY
92			COMMUNITY AGENCIES/ORGANIZATIONS	IDENTIFY COMMUNITY SOCIAL SERVICES
93			COMMUNITY CRIME	DETERMINE THE INCIDENCE OF COMMUNITY CRIME
94			MOVIE CLASSIFICATION	CLASSIFY ENTERTAINMENT VALUES
95			HOW WE LOOK	ANALYZE THE IMPORTANCE OF PERSONAL APPEARANCE
96			BAD HABITS	IDENTIFY THE BAD HABITS OF COMMUNITY CITIZENS
97			WE'RE LIBERATED	IDENTIFY EXAMPLES OF EQUAL EMPLOYMENT OPPORTUNITIES
98			GRAY POWER	ANALYZE NEWSPAPER INFORMATION OF INTEREST TO SENIOR CITIZENS
99			HONORING A COMIC STRIP HERO	IDENTIFY CHARACTERISTICS OF THE LOCAL COMMUNITY
100			CULTURAL ARTIFACTS	ANALYZE COMMUNITY CULTURE THROUGH ARTIFACTS
101			COMMUNITY CONFLICT	RESOLVE AN INCIDENCE OF COMMUNITY CONFLICT
102			OBITUARIES — CAPSULE LIFE SUMMARIES	IDENTIFY CONTRIBUTIONS TO COMMUNITY LIFE
103			COMMUNITY MINORITIES	IDENTIFY THE RACIAL AND ETHNIC COMPOSITION OF THE COMMUNITY
104			EDITORIAL CARTOON — SOCIAL ISSUE	ILLUSTRATE A PARTICULAR POINT OF VIEW ABOUT A SOCIAL ISSUE
105			TEENAGE PROBLEMS	ANALYZE THE NEWSPAPER'S COVERAGE OF TEENAGE NEWS
106			WE'RE GOOD SPORTS	IDENTIFY THE IMPORTANCE OF SPORTS TO COMMUNITY LIFE
107			TV ENTERTAINMENT VALUES	DETERMINE COMMUNITY TV ENTERTAINMENT VALUES
108			SOCIETY PAGE	DESCRIBE COMMUNITY SOCIAL VALUES

Our Living Community

Program Planning Form

SECTION II — SOCIAL/POLITICAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
109			A GENERATION GAP	DIFFERENTIATE VALUES HELD BY DIFFERENT AGE GROUPS
110			WE'RE RELIGIOUS	ANALYZE THE EXTENT OF RELIGIOUS ACTIVITY
111			COMMUNITY ENTERTAINMENT VALUES	ANALYZE COMMUNITY ENTERTAINMENT VALUES
112			ADS REVEAL COMMUNITY VALUES	IDENTIFY VALUES IN NEWSPAPER ADVERTISEMENTS
113			CHANGING COMMUNITY LIFE	ANALYZE CHANGES IN COMMUNITY LIFE
114			COMMUNITY ADVICE COLUMN	DESCRIBE ISSUES OF CONCERN TO COMMUNITY LIFE
115			HOBBIES AND RECREATION	IDENTIFY COMMUNITY HOBBY AND RECREATIONAL INTERESTS
116			CULTURE CLUES	IDENTIFY EXAMPLES OF COMMUNITY CULTURE
117			LIFE IN OUR COMMUNITY	DETERMINE ILLUSTRATIONS OF COMMUNITY LIFE
118			COMMUNITY CONSCIENCE	ANALYZE THE IMPORTANCE OF THE EDITORIAL PAGES
119			GOVERNMENT REGULATIONS	IDENTIFY EXAMPLES OF GOVERNMENT REGULATION
120			COMMUNITY POLITICAL VIEWS	DESCRIBE COMMUNITY POLITICAL VIEWS
121			POLITICAL COMMENTARY	ANALYZE VARIOUS POLITICAL ISSUES
122			PUBLIC SERVANTS	IDENTIFY GOVERNMENT SERVICES
123			THEY'RE ALIVE AND WELL	IDENTIFY EXAMPLES OF ISSUES RELATED TO THE U.S. CONSTITUTION
124			EDITORIAL CARTOON — POLITICAL ISSUES	ILLUSTRATE POLITICAL VIEWPOINTS
125			OFFICIAL ACTIVITIES	DETERMINE THE OFFICIAL ACTIVITIES OF COMMUNITY POLITICIANS
126				

Our Living Community

Program Planning Form

SECTION II — SOCIAL/POLITICAL SCENE

Activity #	Pts.	R/O	Activity Title	Objective
127				
128				
129				
130				

Our Living Community

Program Planning Form

SECTION III — ECONOMIC SCENE

Activity #	Pts.	R/O	Activity Title	Objective
131			WHERE WE LIVE	IDENTIFY THE PRICES AND AVAILABILITY OF HOUSING
132			THERE'S COMPETITION	DISTINGUISH LEVELS OF COMPETITION BETWEEN BUSINESSES
133			SCARCITY	RECOGNIZE EXAMPLES OF SCARCITY
134			COMMUNITY SERVICES	IDENTIFY AVAILABLE SERVICES IN THE COMMUNITY
135			LET'S EAT	DETERMINE THE TYPES AND AVAILABILITY OF RESTAURANTS
136			ADVERTISING TARGETS	ANALYZE THE TARGETS OF NEWSPAPER ADVERTISEMENTS
137			IT FAILED	LIST THE BUSINESSES THAT HAVE FAILED
138			COMMUNITY TRANSPORTATION	IDENTIFY DIFFERENT FORMS OF COMMUNITY TRANSPORTATION
139			WE'RE GROWING	DETECT EVIDENCE OF COMMUNITY GROWTH
140			THAT'S MY JOB	DETERMINE THE AVAILABILITY OF JOBS IN YOUR COMMUNITY
141			WHAT THE COMMUNITY NEEDS MOST	IDENTIFY SIGNIFICANT COMMUNITY NEEDS
142			MY CLASSIFIED AD	WRITE A CLASSIFIED AD
143			VERY SPECIALIZED	DETERMINE THE DEGREE OF SPECIALIZATION IN THE COMMUNITY
144			WE LIVE HIGH	RECOGNIZE EXAMPLES OF STYLES OF LIVING
145			YOU'RE IN BUSINESS	ANALYZE THE VARIOUS ITEMS NEEDED TO OPEN A BUSINESS
146			JOBS IN DEMAND	IDENTIFY FUTURE JOB TRENDS
147			INTERDEPENDENCE	IDENTIFY EXAMPLES OF INTERDEPENDENCE
148			BUSINESS HAPPENINGS	RECOGNIZE CURRENT BUSINESS TRENDS

Our Living Community

Program Planning Form

SECTION III — ECONOMIC SCENE

Activity #	Pts.	R/O	Activity Title	Objective
149			TAX MONEY	DETECT EXAMPLES OF HOW TAX MONEY IS SPENT
150			OUR COMMUNITY AND STOCKS	TRACE THE STOCK PRICES OF LOCAL CORPORATIONS
151			LOCAL ECONOMIC ISSUES	PROPOSE A SOLUTION TO A LOCAL ECONOMIC ISSUE
152			COST COMPARISONS	ANALYZE THE ADVANTAGES OF COMPARISON SHOPPING
153			FINANCIAL INSTITUTIONS	DETERMINE THE VARIETY AND IMPORTANCE OF FINANCIAL INSTITUTIONS
154			MARKETPLACE	IDENTIFY VARIOUS ITEMS FOR SALE IN THE COMMUNITY
155			COMMUNITY NEEDS	ANALYZE THE AVAILABILITY OF GOODS AND SERVICES
156			WE PRODUCE	IDENTIFY THE LARGEST INDUSTRIES IN THE COMMUNITY
157			BUY NOW— PAY LATER	IDENTIFY VARIOUS PAYMENT PLANS AVAILABLE
158			THE COST OF MONEY	DETERMINE THE ACTUAL COST OF BORROWING MONEY
159			EDITORIAL CARTOON — ECONOMIC ISSUE	ILLUSTRATE A LOCAL ECONOMIC ISSUE
160			SOURCES OF LOCAL INCOME	DETERMINE THE SOURCES OF LOCAL INCOME
161			ELASTIC — INELASTIC	IDENTIFY ITEMS AFFECTED BY CHANGES IN PRICE
162			FUTURE GOODS AND SERVICES	PREDICT THE AVAILABILITY OF FUTURE GOODS AND SERVICES
163			COMMUNITY WANTS AND NEEDS	DISTINGUISH BETWEEN WANTS AND NEEDS
164			OLD/NEW INVENTIONS/CAREERS	IDENTIFY OLD AND NEW INVENTIONS AND CAREERS
165			OPPORTUNITY COSTS	DETERMINE EXAMPLES OF OPPORTUNITY COSTS

SECTION IV — OUR OWN SCENE — THE (NAME OF CITY) SCENE

Our Living Community

Program Planning Form

SECTION III — ECONOMIC SCENE

Activity #	Pts.	R/O		
166				
167				
168				
169				
170				

SECTION IV — LOCAL SCENE

171				
172				
173				
174				
175				
176				
177				
178				
179				
180				
181				
182				

LIVING COMMUNITY RECORDKEEPING AND STUDENT PLANNING FORM

FORM #4

PRE-ASSESSMENT ______________ NAME ______________________________

POST-ASSESSMENT ______________ CLASS ______________________________

EVALUATION ______________

SECTION #	ACTIVITY #	R	O	DATE	POINTS	EARNED	COMMENTS

EXTRAS: ____

THE LIVING COMMUNITY ACTIVITY SHEETS

1. The 155 activities have been developed so that they can be used with any daily newspaper.
2. Many of the activities could be classified into any one or more of the four sections of the program. If desired, they can be reclassified using a different system.
3. The activity sheets can be separated and pasted on card stock for use in a learning center or card file, or they can be duplicated and distributed to all students.
4. Additional activities can be added to "tailor" the program to a specific community or newspaper. Students should be encouraged to suggest activities not contained in the program.
5. The program activities have been designed to be used at any point in time. Activities of a temporal nature have not been included. Activities related to elections, and specific issues, for example, can be added if desired.
6. Problem-solving and conflict resolution activities can not be adequately described in the space given on the activity sheets. Students will be referred to the following pages for some activities. The pages should be reproduced for student use, or they can be posted at a convenient location in the classroom.
7. If possible, post some blank butcher paper somewhere in the classroom to use as a community graffiti board. Students should be encouraged to write or illustrate their thoughts about the community. The teacher will, obviously, have to establish some ground rules with the class.
8. It may be useful to develop a HELP WANTED sheet on which students can advertise particular problems they are having, materials that they need, etc. It also helps the teacher monitor the classroom activities and provide assistance to students.
9. An EXTRA activity is included with most activity

sheets. It will be necessary to determine how and when they will be used. It would be reasonable to require students to complete one or more EXTRA's as part of the evaluation.

10. Since some activities require several issues of the newspaper, the teacher should begin collecting newspapers in advance of the actual implementation of the program.

THE LIVING COMMUNITY PROBLEM-SOLVING

Follow the directions given on the activity sheets.

1. STATE THE PROBLEM OR ISSUE
Describe the situation as it is now (the real).
Describe the situation as it should be (the ideal).
What information have you considered or gathered to describe the present and ideal situations?.
After considering the difference(s) between the real and ideal, state the problem as clearly and specifically as you can.

2. STATE POSSIBLE SOLUTIONS
Identify as many possible solutions to the problem as you can.
Rank the potential solutions in order of promise.
What would be the consequences of each alternative solution?

3. SELECT A SOLUTION
Describe the proposed solution.
Do you believe that it is worthwhile to implement the solution?
What resources will be necessary?
How will you evaluate the success of your solution?

THE LIVING COMMUNITY CONFLICT RESOLUTION

1. Collect at least three newspaper stories, editorials and/or editorial cartoons which illustrate or comment on situations involving conflict in your community. These may involve individuals, groups of citizens, organizations and businessmen or governmental bodies.

2. Analyze two of your examples, using the following information and questions. When applicable, include any other information or comments you can make about the situations you are examining.

   a) Describe the conflict. (What is the main problem or question in the dispute?)
   b) What type of conflict is involved? Individual vs. individual, individual vs. group, group vs. group, etc?
   c) Identify the position or sides in the conflict.
   d) Why did the conflict arise?
   e) Evaluate the newspaper's presentation of the conflict. Are the views of both sides presented? Is there a slant or bias? If you're analyzing an editorial, does the writer consider both sides of the question before taking a position?
   f) If you are analyzing a cartoon, decide whether it illustrates a conflict (shows the positions of both sides) or comments on the conflict (shows support or criticism for one side).
   g) Is the conflict resolved in the paper's account(s)? What was the outcome? Or, what actions are being taken toward the resolution of the problem, if any? Which side do you think will win and why?

3. Complete a paper that answers the questions indicated in #2. Be sure and attach the articles etc. to the paper when you turn it in.

— EXTRA —

1. Rewrite one of the articles so that it is slanted or biased toward your point of view regarding the conflict.

2. Draw an editorial cartoon related to the conflict.
3. Write an editorial supportive of your point of view regarding the conflict.
4. Prepare a survey of your classmates regarding their opinion related to the conflict.

PART I:
GENERAL SCENE

1 HEADLINES I'D LIKE TO SEE

1. Examine newspaper headlines to acquaint yourself with the way they are written.
2. Think of some good news related to your community that you wish would really happen.
3. Write at least five headlines for your "Good News" stories. If you wish, you can clip the words that you want to use from regular newspaper headlines and paste them on a sheet of paper. You might consider arranging your headlines in order of importance to you.

— EXTRA —

Make arrangements with your teacher to examine other students' responses to this activity. Prepare a bulletin board of responses — how were the responses alike? How were they different? What can you generalize from the responses?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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2 COMMUNITY COLUMNIST

1. Familiarize yourself with the editorial page(s) of your newspaper including both the issues that are discussed and the writing that is used. Pay particular attention to the opinions that are given about your community.
2. Using an editorial style, write an editorial about some community issue or problem that is of interest to you. Remember, you are attempting to influence public opinion and persuade others that your "stand" on the issue is correct. You will likely need to collect some facts about the topic in order to make arguments more convincing.

— EXTRA —

Develop your own community column. Write your opinions about a variety of topics that appear in the news. If possible, compare your opinions with other students in your class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

3 COMMUNITY CROSSWORD

1. Develop a crossword puzzle of community names, places and events that have recently appeared (the past week?) in your newspaper. Try to use at least 20 words. If you have problems in developing the puzzle, you may use words that are associated with your community but haven't appeared in the newspaper recently. Your clues should, if possible, come from the newspaper itself. Place the solution to the puzzle on the back of the paper.
2. Exchange your puzzle with one or more of your classmates. Solve their puzzle(s).

— EXTRA —

Develop separate puzzles using only people, places or events in the news (one for each), or construct a puzzle covering a longer period of time.

OR

Arrange with your teacher to examine all puzzles developed for this activity. Construct a puzzle from the ones developed by other students and share it with your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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4 OUR NEWSPAPER HAS DISAPPEARED

Imagine what it would be like if your newspaper(s), for whatever reason, went out of business. What would be the consequences to you and your community? Your answers to this question should indicate the importance of the newspaper to your community.

1. On a sheet of paper, list at least five consequences that would result if the newspaper disappeared. List them, if possible, in order of importance to you personally.
2. Share your list with two or more of your classmates. Did you all identify the same consequences? By using your list and theirs, see if it's possible to expand your original list to ten consequences.

— EXTRA —

Arrange with your teacher to examine all student responses to this activity. See if it's possible to come up with an overall class listing of the ten most important consequences. Write up your results to share with the class or develop a bulletin board to display your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

5 CLASSIFYING COMMUNITY NEWS

It is interesting to note the kinds of community news stories that appear in your paper. In general, it gives us an indication of what's considered newsworthy and of interest to newspaper readers.

1. Although information and news about the community and its people can be found throughout the paper (sports, society pages, etc.), for this activity you will use only the general news section. Read the news section of your paper noting the type and variety of stories about happenings in your community.
2. Develop a method of classifying the types of stories that you've read. You can use a general classification system (primarily political, economic, social, etc.) or a more specific system (accidents, human interest, inflation, taxes, etc.). If you have trouble, visit with your teacher or other students.
3. Present your results in the form of a chart. Clip or print the headlines for the community news stories on your chart using the classification system you've developed. Write a brief article describing your findings.

— EXTRA —

Compare your results with your classmates. Develop an overall class chart displaying your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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6 MICROCOSM

A microcosm is, in effect, a representative world in miniature. In general, your community is a microcosm of your state, nation and world. The daily newspaper is the best visual display we have of our society and culture. It is a written record that reflects "The Way We Are".

1. Examine at least one issue of the newspaper. Include all sections of the paper in your examination.
2. In your opinion, is it an accurate record of the "Way We Are"? Does it reflect our society including our strengths, weaknesses, interests, etc.? Write an editorial column detailing your views. Give specific examples from the paper to support your opinions.

— EXTRA —

Arrange with your teacher to read all student responses to the activity. Compile their views and write an overall class editorial on the topic.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

7 WORDS DESCRIBE OUR COMMUNITY

- People describe their community in different ways. To some it is exciting, to others it is dull. To some it is beautiful, to others it is ugly, etc.

Identify at least ten words that you believe are descriptive of your community. In this way you are indicating how you personally feel about your community. If you can find the words in the paper, clip them out and paste them on a sheet of paper. If you cannot locate the word you want to use, simply print it on your paper.

— EXTRA —

Arrange with your teacher to examine all student responses to this activitity. Compile the responses and share them with your classmates. What words indicate positive or negative feelings? What words were most frequently selected?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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8 COMMUNITY HOROSCOPE

Some people read their horoscope, while others do not. Nevertheless, and whether we believe in them or not, they make interesting reading.

1. Read the horoscopes in one issue of the newspaper to familiarize yourself with how they are written.
2. Reflect on the major community news stories in the newspaper. Write a horoscope for your community using the events reported in the paper. Of course, using this procedure, all of your predictions are accurate because they actually happened. Again, look at the actual horoscopes to get some hints on how to write your community horoscope. In effect, you're writing a capsule summary of yesterday's news.

— EXTRA —

Follow the same procedure as above, but write a horoscope predicting future community happenings or things that you would like to see happen.

Objective # ________ **required** ________ **Optional** ________ **Points** ________

19 CITIZEN OF THE MONTH

People from all walks of life make positive contributions to community life. To one degree or another, and in various ways, people unselfishly work for community betterment.

1. Based on what you've read in the newspaper during the study of your community, select a "Citizen of the Month".
2. Write a brief nomination speech for your candidate. Follow the same procedure as if you were nominating the individual for political election. If possible, include pictures, etc.

— EXTRA —

Arrange with your teacher to read all student nominations.
Prepare a bulletin board or article describing your results.
If possible, conduct a class election of the candidates. The
candidates could be placed in various classifications.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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20 LOCAL NEWS — NATIONAL IMPORTANCE

Frequently, a local story is of interest to people in other parts of the country. It may be a human interest story or one involving a local news item. It takes a thorough understanding of local news to be able to analyze its importance to people living elsewhere.

1. Select a news story that has originated in your community. Paste the story on a sheet of paper. Write your own news story describing why the story is of importance to people outside of your community.

OR

2. Select at least five stories originating in your community. Rather than write a full article describing the national importance of one story, write a sentence or two about the national importance of each of your choices.

— EXTRA —

Review your classmates' responses to this activity and write a
column entitled — "The National Importance of Local News".

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

21 A COMMUNITY DICTIONARY

Every community has its own unique vocabulary of names, terms, places, events, etc. They tend to give every community its own identity.

- After reading the newspaper for a few days, develop a dictionary list of at least 10 items. Give a brief definition for each item listed. Make sure that they are in alphabetical order. Try to select those items that you believe are important enough to be included in a community dictionary.

— EXTRA —

Arrange with your teacher to examine other student responses to this activity. Compile a total class community dictionary. Share the dictionary with your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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22 IN CASE YOU MISSED IT

Even when you read the paper thoroughly, it is easy to miss something of importance. It is also interesting to note what different students believe are the most important events of any period in time.

- Assume that you write a weekly column — "In Case You Missed It". The column discusses the most significant events of the past week and provides a news summary for people who may not have read the paper. Confine your comments to community news. Write the column in any style you wish. You may want to include comments on what you believe was the most interesting story, the biggest blunder, the most humorous incident, etc.

— EXTRA —

Continue the activity for a few additional weeks. Distribute your column to interested students in your class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

23 A SENSE OF HUMOR

Although it may seem that the newspaper only reports the serious side of the news, there is evidence that people in the community have a sense of humor.

- Examine the newspaper for a day or so. Clip examples that indicate a "Community Sense of Humor". Use any part of the newspaper that deals with community events.

— EXTRA —

Write a column on the topic of community humor or rewrite serious news stories to reflect the "light" side of the news.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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24 I'D NEVER HEARD OF

During your study of living community, you have completed several activities that have been designed to give you a better understanding of your community. In addition to your responses to those activities, there are undoubtably additional things that you have learned about your community.

1. Identify at least 10 things you have learned about your community that you haven't discussed in one of the other activities you have completed. They may include a particular place, event, business, etc.

OR

2. Write a column describing your findings. It could be entitled "I'd never heard of".

— EXTRA —

Prepare a test of names, places and community events. Arrange with your teacher to give the test to your classmates. Report the findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

25 COMMUNITY CARTOON STRIP

While we may all enjoy reading cartoon strips that are nationally syndicated, few, if any, reflect the unique character of our own local community. A truly community-based cartoon trip would utilize material, either of a serious or humorous nature, that the readers would be able to identify with, while at the same time providing them entertainment.

- Using any cartoon strip as a model, develop your own community cartoon strip. The cartoons should relate in some way to your own community. The choice is yours.

NOTE: In the comic strip adaptation activity you were asked to adapt a comic strip to your community. In this activity, you are asked to create your own cartoon strip using your own characters and theme.

— EXTRA —

Develop a continuing comic strip related to your community. Prepare a comic strip for at least five issues of your newspaper.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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26 COMMUNITY OBITUARY

The obituaries give a capsule summary of someone's life, including their major contributions to their community.

- Assume that your community has ceased to exist. For whatever reason, and as ridiculous as it may seem, the decision has been made to eliminate your community. No one has been hurt, but the community has been evacuated. You have been given the assignment to write an obituary for your community. You are limited to no more than 100 words.

— EXTRA —

Arrange with your teacher to read all student responses to this activity. Make a listing of the things that are mentioned in the obituaries. Share your findings with your class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

27 COMMUNITY ORGANIZATIONS

People contribute to community life individually and in groups. Most communities have numerous organizations that are designed to contribute both to the welfare of their members and to the community in general.

- Read the newspaper for a couple of days and list the different community organizations that are mentioned. Describe, as near as you can tell from what is included in the newspaper, the purpose of each organization. Indicate your personal view of the value of such organizations to life in your community. You may need to do some additional research.

— EXTRA —

What, in your opinion, should be the goals of community betterment organizations? If you were going to start your own organization, what would be its purpose? Who would belong? Write an editorial expressing your views.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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28 OUR COMMUNITY NEWSPAPER

It is assumed that your newspaper does the best job possible serving as the voice of your community. In addition to its responsibility for fair and accurate reporting of the news, it must also serve as the community conscience through constructive comment and criticism. The newspaper prints what people want to read: It can't stay in business if it doesn't serve the public.

- Write an editorial or letter to the editor discussing your views about your community newspaper. The editorial should include what you believe are the newspaper's strengths, weaknesses and needed changes. The focus for your editorial is how well you believe the newspaper serves the community.

— EXTRA —

Compare your newspaper with one from another community of comparable size. Which, in your opinion, is the best "community newspaper"? Why? Write an editorial expressing your views.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

29 COMMUNITY REFLECTIONS

A reflection can be defined as an image or representation. Each of us has our own image of our community that can be reflected through the use of pictures, illustrations, etc.

- Prepare a collage that represents your image of your community. A collage is normally a one page collection of pictures, newspaper clippings, etc. They are placed on the sheet of paper in an overlapping fashion. Collect your materials from the newspaper. Keep in mind that they should provide a reflection of your community as you see it.

— EXTRA —

Prepare a collage related to one community theme, topic or issue. You could use, for example, community personalities, action, happiness or sadness, etc.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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30 A PERSONAL AD

,People have the newspaper print personal ads for a variety of reasons. Personals may communicate everything from birthday wishes to requests for information about missing persons.

- Read the personal ads for a couple of days. Write a couple of "personals" related to some aspect of your community. The "personals" are a good place to communicate to others your particular feelings about your community. Place your "personals" on a bulletin or graffiti board to share with the rest of your class.

— EXTRA —

Collect the "personals" from the paper for a period of a week. Classify them, if possible, and write an article describing the types and varieties included. Hypothesize about the people who have sent them to the newspaper.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

31 BLANKET STATEMENTS

Blanket statements are generalizations about the community that may or may not be true. In effect, they are widely held beliefs inferred from particular instances.

- Following are some blanket statements that may or may not be generally held beliefs about your community. Choose any two of them and collect any information from the paper that you can that proves or disproves the generalizations, or at least relates to the blanket statement. Write a brief paragraph relating your personal feelings about the statements.
  — People in our community are the friendliest anywhere!
  — Quality of life is high in our community!
  — Our community is a great place to visit!
  — Our community is rich in tradition!
  — Our community has few problems!
  — People work hard to make our community better!

— EXTRA —

Make up some blanket statements of your own that seem to be supported by information found in the newspaper. Include the newspaper information with your blanket statements.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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32 PROBLEMS CHECKLIST

Every community has problems of one kind or another. The problems may be the same as, or different from, other communities. The problems may be old or new, serious or seemingly insignificant.

- After reading the newspaper for a few days, identify 10 problems facing your community. List the 10 problems on a sheet of paper and rank them in order of importance. Identify the problems that you believe are unique to your community.

  Another activity in this program asks you to propose solutions to one particular problem. You might begin thinking about which one of the 10 you're going to work on.

— EXTRA —

Develop a problems collage using articles, headlines, etc. from the newspaper. Arrange with your teacher to examine your classmates' responses to this activity. Analyze their responses and report to the class on the results.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

33 OUR COMMUNITY — 2000 A.D.

It is impossible, of course, to know for sure what our community will be like in the year 2000 A.D. Each of us may, however, have our own projections of community life in the not-so-distant future.

- Assume that you are reading your newspaper in the year 2000 A.D. Hypothesize about what might be included as "News" on the front page. You do not need to limit yourself to only local news. List at least 6 headlines that might appear, along with the lead paragraph of each news story that would accompany the headline.

— EXTRA —

Arrange with your teacher to examine all student responses to this activity. Prepare a summary of the projected headlines and share it with the class. What similarities and differences were there in the student responses?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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34 GOOD AND BAD CITIZENSHIP

We all have our own idea of what good citizenship is. Although citizenship is not easy to define, most of us can identify examples of good and bad citizenship behavior.

- Read the paper for a few days and clip articles that report, in your opinion, examples of good and bad citizenship behavior. You should be able to identify at least five examples of each. Write a short summary of your findings. Which was easier to find? Do you believe that the newspaper attempts to report both types of behavior?

— EXTRA —

Examine other student responses to this activity. Summarize their listings. Do most students agree on what constitutes good and bad citizenship?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

35 IT'S NOT ONLY OUR PROBLEM

In an earlier activity you were asked to identify 10 community problems and indicate which of the 10 you felt were unique to your community and thus, were not problems faced by other communities. In this activity you're asked to actually compare different newspapers to determine if communities do have common problems.

- Select at least two newspapers, on the same date, from communities similar in size to your own. List the 10 community problems that you identified in the earlier activity. Indicate whether the other communities appear to have similar problems. Reference the specific information found in the newspapers that assisted you in making your decision. To be sure of the accuracy of your findings, you would need to examine newspapers for a longer period of time than is required for this activity.

— EXTRA —

Read other student responses to this activity and write an article about common community problems.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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36 COMMUNITY EDITOR

The editor decides not only what will appear in the newspaper but where in the paper the story will be placed. The placement of the story depends, of course, on how important the editor believes the story will be to the newspaper's readers.

1. Read the community news stories in your paper for a period of one week. Clip the stories and headlines which you believe are most important.
2. Ask your teacher for a sheet of paper or newsprint approximately the same size as the front page of your local newspaper. Assume that you're the editor of the newspaper and have the assignment to arrange a week's summary of the community news on the one sheet of paper. Complete the assignment using your own criteria for the importance of the various stories.

— EXTRA —

Arrange with your teacher to examine other student responses to this activity. Develop a front page of community news based upon your classmates' responses.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

37 DEAR EDITOR

The letters to the editor section of a newspaper provides readers with a forum for their views on a wide variety of topics. It gives citizens a chance to be heard and "speak their minds".

1. Read the "letters to the editor" section of your newspaper.
2. Write a letter to the editor expressing your opinion on a topic of your choice. If you wish, you can send it to the newspaper.

— EXTRA —

Write a letter to the editor about your classmates' "letters to the editor". What topics did they write about? What were the opinions expressed.

OR

Read the letters to the editor for a period of a couple of weeks. Classify the topics that are discussed and write an article about your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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38 COMMUNITY LOST AND FOUND

Most newspapers have a "lost and found" section in the classifieds. This information can prove valuable to citizens who read the newspaper. Have you ever thought about the sort of things you would like to list in the "lost and found" section about your community? What types of qualities do you wish your community would lose and what qualities do you wish they would find?

1. Using as many newspapers from the past year as you can, find evidence of positive qualities that your community has found over the past year. Try to list at least 5 qualities.
2. Now make a list of 5 positive qualities that your community has lost over the past year.
3. Assume you are to write an editorial for your local newspaper concerning life in your community. Using the title "lost and found; the quality of life in our community", prepare an editorial discussing the quality of life in your community.

— EXTRA—

Compare your responses with other students in your class. Analyze the results of your comparisons and distribute the findings to your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

39 WE'RE WINNING — WE'RE LOSING

There are usually one or two major issues for every community that effect all citizens. What is that issue for your community? Are you losing the battle or winning it?

1. Select an important issue that is facing your community.
2. As owner and editor of the local newspaper, you are to mount a campaign aimed at winning the battle over that problem.
3. Your tactics will take three directions. They are:
   A. Advertisements aimed at mobilizing community support for solving the problem.
   B. Editorials on how to solve the problem.
   C. Feature stories relating the specifics of the problem.
4. Prepare an ad to be run in the newspaper eliciting support for solving the major problem facing your community. Then prepare an editorial expressing your opinions on how the problem can be solved. Finally, write a feature story (non-biased) about the problem in your community and how the community is facing the problem.

— EXTRA —

Make a list of problems or issues that your community appears to be winning or losing. Make a chart of your findings to share with the class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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40 WE'RE UGLY — WE'RE BEAUTIFUL

Every community has its "eye sores". Fortunately, most communities have areas they can be proud of too.

1. Select an area of your town's physical appearance that could use improvement. Make a list of suggestions (at least five) that your newspaper could use to help clean up that "eye sore". In other words, what five ways could the newspaper use to instigate a "beautify your community" campaign?
2. Next, prepare an ad to be placed both in local newspapers and also tourist booklets demonstrating the beauty of your community. Pretend you are assigning a photographer to take pictures of tourist attractions in your area. What pictures would you want to include in your ads?

— EXTRA —

If possible, take pictures of attractive areas of your community and use them in your advertising campaign.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

41 COMMUNITY MOBILE

Creating mobiles has become a popular art activity for many people. Often these mobiles express an idea that can't be put into words.

- By using pictures, headlines, or other features from your newspaper, create a mobile that expresses a statement about your community. It may or may not be a problem. Cut the newspaper articles, pictures, or headlines out of the newspaper and paste them on thick paper or cardboard. Use a variety of shapes and sizes. Connect each piece of your mobile to a string or thread and attach them to a coat hanger for support. Make sure that the items do not touch so that they hang freely in air. Does your mobile express the point you originally wanted to make? See if your classmates can tell what your theme is from looking at the mobile.

— EXTRA —

Make a mobile(s) related to another aspect of the community, e.g., community leaders, sports places, events.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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42 FRONT PAGE

You can tell a lot about your community from what is printed on the front page of your newspaper.

1. Cut out front page articles from your newspaper for the past week.
2. Put the articles in categories according to their subject matter.
3. Now, make a list of events or "happenings" for your community for the past week by reviewing the categories and the items in each category.
4. What was the major news for your community for the past week according to the front page news? Was it positive or negative?

— EXTRA —

Using the news of the past week, make a front page of the major news stories. Your ordering of the stories will indicate how important you believe each story is.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

43 ANOTHER PAPER ADVERTISES

Often one community will advertise a feature about their community or an upcoming event in another community's newspaper.

1. You may need to ask your teacher for ideas for this activity.
2. Select a feature or an upcoming event from another community that is close to your own city.
3. Find out as much information about that event as you can.
4. Prepare an ad for your local newspaper as if you were from another community in your general locality.
5. Make sure that the ad has appeal to people in your city and will make them want to visit the other community.
6. You may want to go through past copies of your local newspaper to check for such ads to get ideas. Examples might include the county fair being held in another community, the opening of a new museum, or a special city celebration held in another community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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44 COMMUNITY COUPON

Your newspaper has taken on the job of trying to get local citizens to use the wide variety of services, attractions, and opportunities found in your local community.

1. Prepare a list of attractions, services (special), and opportunities to be found in your community.
2. For each attraction (tourist), service, or opportunity, prepare a coupon to be placed in your newspaper that will allow local citizens to see those attractions or use those services and opportunities at a reduced cost.
3. Be sure the coupons are attractive and will attract the attention of the readers. Most coupons include a value ($), a statement of restrictions, and redemption procedures.
4. Prepare a coupon for at least one community attraction, community service, and community opportunity. Use past copies of your newspaper for examples.

— EXTRA —

Examine all student responses to this activity. What were the coupons for? Conduct a contest for the most attractive coupon, etc.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

45 FAVORITE FEATURE

In order to increase reader interest, local newspapers often carry daily or weekly features.

1. Prepare at least three ideas for a weekly or daily feature article to be included in your newspaper.
2. What would the feature column be titled?
3. Who would be the best person in your community to write such a column?
4. What would you include in such a column?
5. Why did you select that subject?
6. Now, prepare a feature column for this week's newspaper concerning one of the three areas you have selected.

— EXTRA —

For a period of one week, note the subjects of the feature stories appearing in your newspaper. Which ones were and were not of interest to you? Write a brief feature story on feature stories.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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46 COMMUNITY EXPERT

An expert is a person who has special skill or knowledge in some particular field. A community expert would be someone who is a recognized authority on some aspect of his/her community.

1. Select one aspect (person, place, thing, problem) of your community on which you would like to become an expert. Indicate to your teacher what your area of expertise will be.
2. Read all newspaper articles that you can about your topic during your study of the living community.
3. Prepare a feature story about your area of expertise. Assume that you want to inform the rest of the class about your topic.

— EXTRA —

Identify other experts in your community. Prepare a list of community experts that could be interviewed for possible newspaper stories.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

47 COMMUNITY PICTURE QUIZ

Pictures about community people, places and events are both interesting and informative.

1. For a period of two weeks or so, collect as many newspaper pictures as possible about your community. You may choose to complete this activity with a classmate.
2. Select ten pictures from those you've collected and arrange with your teacher to conduct a picture quiz with two of your classmates. You should expect them to identify why each picture was in the news.
3. Report the results of your quiz to your teacher.

— EXTRA —

Collect pictures for a longer period of time and post them on a bulletin board. Arrange with your teacher to have a total class picture quiz upon completion of your study of the living community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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48 COMMUNITIES HELP PEOPLE

The newspaper often includes evidence of how people in the community help each other. The types of assistance may range from being a good neighbor to promoting a program of community betterment.

1. From newspapers collected over the past 2-3 weeks, find as many instances as possible of how the community has come to the assistance of people in need.
2. Present your results in any form you wish, e.g., a paper, collage, bulletin board, pictorial essay.

— EXTRA —

Prepare a list of suggestions on how the community could be more responsive to the needs of the people. Write an editorial expressing your views.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

49 NEIGHBORING COMMUNITIES IN THE NEWS

Since no community is completely isolated from its neighbors, newspapers carry stories of interest from surrounding communities if they are considered to be of interest to community members.

1. Examine your newspaper and identify neighboring communities "in the news".
2. Draw a map of your community and surrounding areas. Locate those communities "in the news". Indicate the types of stories that were mentioned in the paper.

— EXTRA —

Write a story about some person, place or event in a neighboring community that you believe would be of interest to people in your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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50 A PROMINENT VISITOR

The president of the United States, or some other dignitary, is planning to spend one day in your community. The purpose of the visit is to become better acquainted with your community.

1. You have been selected to plan an itinerary for the one day visit. You will need to decide what people, places, and events will be included on the tour. You will also need to develop a time schedule.
2. Write a news article for the front page of your paper. Include a headline for your story.
3. On a separate sheet of paper, briefly explain why you made the choices you did.

— EXTRA —

Read the articles written by your classmates. In what ways were the itineraries similar? In what ways were they different?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

51 SHOULD'VE BEEN (SHOULD BE) IN THE PAPER

The newspaper has to be selective in what it prints. Obviously, not everything that happens in the community is considered to be important or newsworthy enough to be included. There are occasions, however, when each of us believes that something should have appeared in the paper but for some reason it did not.

- Briefly answer the following questions:
  - Have you witnessed or been involved in something that you believe should have been in the paper?
  - Is there a particular community problem that you're aware of that hasn't been discussed in the paper, or hasn't received enough attention?
  - Do you know of something that would make a good feature story for the paper? For example:
    An unusual hobby
    An interesting individual
    A historic landmark

— EXTRA —

Arrange with your teacher to read all student responses to this activity. Compile the answer and distribute them to the class or develop a bulletin board.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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52 COMMUNITY HISTORY BOOK

Today's news is tomorrow's history. The newspaper provides us with a chronicle of important daily events. In the future, some of the events will have been considered important while others will be considered of little consequence. The history decides what is and is not important.

- Assume that you are going to write a history book about your community. The book will represent a chronological history of your community from its beginnings to the present day.

  Examine your newspaper for a period of one week or so. Is there any news about your community that you are likely to include in your history book? Identify the stories and indicate why you would include the information in your book. Since space in your book will be limited, you must be selective.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

53 COMMUNITY HEADLINES

Headlines are brief summaries of stories written to attract the eye of the reader.

1. Collect headlines related to community news stories. Choose those headlines that reflect both "good and strong" and "bad and weak" points about your community. You should be able to find at least 10 for each list.
2. Write a brief article describing what you learned from the activity.

— EXTRA —

Collect all community news headlines for a period of one week.
How many of the headlines fit the above categories?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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54 COMMUNITY NEWS CALENDAR

News calendars are developed to help people plan their activities.

1. Gather as many facts as you can from your newspaper concerning upcoming events. Be sure to look in all sections of the newspaper and include anything that might be of interest to readers.
2. Prepare a "calendar of events" for the next week for your community. You may want to include events from neighboring communities of interest to your readers.
3. Be sure to include the time, place, cost, and any additional information concerning the events.
4. Be sure to specify the events on a day-to-day basis.

— EXTRA —

If you were a reporter for the newspaper, which upcoming events
would you most like to cover and why?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

55 COMMUNITY STATEMENTS

1. Assume you are a reporter about to write a feature story about your community.
2. For each opening statement below, complete the sentence as if it were the first sentence in your story.
   - — Life in our community is great because . . .
   - — Living in our community has become less enjoyable because . . .
   - — What this community really needs is . . .
   - — Our community would be a better place to live if . . .
   - — In the past 10 years, our community has changed so much that . . .
   - — It's time to give some credit to our community for its . . .
   - — The young people in our community are . . .

— EXTRA —

Select *one* of the preceding opening lines and write a 2-3 paragraph feature story about your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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56 COMMUNITY TRAVEL POSTER

Visit the Rockies! Visit Mt. Rushmore! Visit your community!

1. Use your local newspaper as a reference for interesting places to visit in your community. (Obviously, use your own knowledge of the community as well.)
2. Prepare a travel poster for your community that could be included as an advertisement in your local paper as well as in other newspapers. Remember, the better the ad looks, the more successful it will be.

— EXTRA —

Examine all travel advertisements prepared by your classmates. What places and events were identified? Which advertisement was the best? Why?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

57 COMMUNITY NEWS QUIZ

1. You will need your newspaper for the past 2-3 weeks for this activity.
2. Team up with a classmate and both of you prepare a quiz concerning community news over the past 2-3 weeks.
3. Prepare the quiz individually by cutting only the headlines from the news events from the paper. You should each select 10 headlines.
4. After you have selected the headlines, show each one to your classmate and see if he/she can describe the news event in detail from the headline. Then, reverse roles to see who gets the most stories correct from the 10 headlines.

— EXTRA —

Develop a community news quiz for the total time that your class has been using the Living Community Program. Arrange with your teacher to give the test to your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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58 COMMUNITY DIARY

People keep diaries to remind themselves of what they were doing at a particular point in time and to express (in secret) their feelings.

- Assume that you are the "official keeper" of the community diary. By using only information collected from the newspaper, keep a diary for one week concerning the important events that have happened to your community. Make sure that you describe your feelings about the events. Remember, you are the community and the diary is about you. Limit each day's diary entry to fifty words or less.

— EXTRA —

Read diaries written by other students. How were their entries similar and different from your own? What events and feelings were expressed?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

59 COMMUNITY STATISTICS

Your local newspaper is a valuable source of information regarding statistics or information about your community.

1. Read your newspaper for a period of a week or so. Identify any information about your community that appears in your paper.
2. List at least 10 different statistics about your community that you've read in your paper.

— EXTRA —

Prepare a total class list of community statistics. Present the list to your classmates in a bulletin board or report.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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60 WHO'S WHO

Your newspaper is a valuable source of information concerning who's who and what they're doing in your community.

- After reading your newspaper for a period of 2-3 days, compile a community who's who in each of the following areas:
  A. Sports
  B. Politics
  C. Science
  D. Society
  E. Business
  F. Education
  G. Entertainment
  H. Music/Art
  I. Other

Indicate why each individual should be included in a community who's who.

— EXTRA —

Compile a total who's who from the lists developed by your classmates. Are there others who should be included on the list whose names didn't appear in the newspaper during the period of the activity?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

61 HEADLINE COLLAGE

Clipping headlines and arranging them by subject area provides a quick overview of what's happening in a variety of community subjects.

1. Select one of the themes suggested below (or make up your own) for a headline collage.
2. Collect headlines that relate to your general theme. The more headlines you find, the more your collage will reflect your theme.

   Suggested themes:
   A. Sports in Our Community.
   B. Happiness is Everywhere.
   C. People Getting Along.
   D. Community Happenings.
   E. Life At Its Best.
   F. My Community is Special.
   G. We're Losing It.
   H. It's A Mad, Mad, Mad, Mad World.

— EXTRA —

Select a theme of your own and make up a series of headlines related to your theme. Print them and make a collage.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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62 COMMUNITY FACT FILLERS

To utilize all available space, newspapers frequently include at the end of columns short pieces of information about a variety of subjects.

- Examine your newspaper and identify some of the "fact fillers" that are used. Collect some data or information about your community that could be used as "fact fillers". Most "fact fillers" are only one sentence in length. You should be able to develop at least 10 "fact fillers".

— EXTRA —

Develop a bulletin board of "fact fillers". Remember, the information should be of interest and value to the members of your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

63 LOCAL STORIES OF INTEREST

Local newspapers are filled with stories that may or may not be of interest to people in other communities.

- Using newspapers from the past week, select five articles about your community that might be of interest to citizens of other communities. Conversely, select five articles that would not be of interest to people in other communities. Indicate why you made your choices.

— EXTRA —

Using the same newspapers as sources, select one story that would be of national or international interest. Describe your reasons for making your choice.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

64 INTERPLANETARY VISITOR

If the newspaper is a record of the most important events in our lives, what would visitors from outer space hypothesize about our society if they had only one issue of the newspaper as evidence of "what we're like"?

1. Assume that an interplanetary visitor has just landed in your community with special instructions to bring back to his/her planet one copy of the newspaper as evidence of "life on earth".
2. Examine the newspaper and list 10 "general impressions" that the interplanetary visitor might have about life in your community. You may use any part of your newspaper for this activity.

— EXTRA —

Examine all of your classmates' responses to this activity.
What general impressions were identified?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

65 UTILITY EDITORIAL

Read and fill in the blanks.

______________ is an issue which concerns all of us. Every clear-headed person in ______________ will ______________ this latest development which comes at a time when ______________ faces one of the blackest days in history.

All men of good will should join together to ______________ . This is the only way we can be assured of continued ______________ in a ______________ fraught with crisis.

We must all ______________ this latest development in order that the ______________ may continue to ______________ . The future of ______________ hangs in the balance. We must succeed!

— EXTRA —

Arrange with your teacher to read all of your classmates' responses to this activity. What issues did they select?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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66 A COMING PROBLEM

The newspaper is constantly making us aware of existing problems in our community. Frequently, the newspaper alerts us to impending problems that our community may face unless some action is taken.

- As editor of the local newspaper, you are probably more aware of trends in your community than most citizens. You are given the assignment to write an editorial on a coming problem. Be sure that you define the problem and offer solutions to that problem in your editorial.

— EXTRA —

Determine the coming problems that have been identified by your classmates. Prepare a bulletin board or editorial describing possible community problems.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

67 COMMUNITY TIME CAPSULE

The newspaper provides us with a daily record of our lives. It is a chronicle or record of events in the order of time.

1. Your community has decided to bury a time capsule to be opened in 100 years. In addition to some other items, the time capsule will include 10 articles or clippings from the newspaper. As editor, you have been asked to choose the 10 clippings.
2. List the criteria you will use to make your choices. Clip or list the 10 items you will recommend, and briefly describe why you decided as you did.

— EXTRA —

Examine your classmates' responses to this activity and write about their choices. What similarities and differences were there in their choices.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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68 ASK THE EDITOR

Most newspapers, at least on occasion, print questions and answers about a wide variety of topics. There are probably questions about your community that you've thought of, but didn't know who to ask.

1. Assume that you're the writer of an "Ask the Editor" column. Prepare 10 questions about some aspect of your community. Research the questions and write an appropriate answer. Share your questions and answers with the rest of your class.
2. Collect a question from 10 of your classmates. Attempt to answer their questions.

— EXTRA —

Continue the activity by preparing a weekly column of community questions and answers.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

69 SELLING OUR COMMUNITY

It makes good sense to "sell" your community to others. People wanting to move to your community helps most everyone from the merchant to the homeowner.

1. Prepare a "for sale" ad to appear in the classified section of your community newspaper.
2. The ad should begin:

"For Sale: A Wonderful Place to Live"

Include at least 10 items about your community that would make others want to live there.

— EXTRA —

Analyze all of the ads completed by your classmates. Select the most frequently mentioned items and write new classified ads using your classmates' ideas.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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70 PEOPLE AND PLACES

The newspaper contains an on-going account of community people and places that are in the news. Reading the newspaper is one way to become better informed about who's making news and where it's happening.

1. For a period of a week or so, make a list of the people and places in your community that are mentioned in the newspaper. Use only the news stories and stop the activity when you've identified 25 people and places.
2. Write a sentence or two identifying the people and places and why they were in the news.

— EXTRA —

During the course of the activity, determine the 10 people and 10 places most frequently in the news. If possible, include pictures of the people and places.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

71

COMMUNITY CRUSADER

There are individuals or organizations in every community that support one or more projects they believe will benefit their community. The projects can range from the need for a new social service to the building of a new city hall.

- Assume that you have been given the assignment to write an editorial for your newspaper about one of the crusading individuals or organizations. Make sure that your editorial describes the individual or organization and the nature of the crusade. Include your own opinion of the issue.

— EXTRA —

Complete a bulletin board on community crusaders in a variety of areas.

OR

Write a story about the community issues that need crusaders.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

72

GOOD NEWS OR BAD

What is good news for one individual or group may be bad news for someone else. The building of a new highway may mean, for example, that some people will have to move from their homes so that workers can more easily get to their jobs.

1. Select four news articles related to your community that could have both good and bad consequences, depending on your point of view.
2. For each of the four stories, describe how each could be both good and bad news.

— EXTRA —

Continue the activity for a longer period of time by collecting more examples, or ask your classmates to react to some articles as to whether it's good news or bad news.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

73 THERE'S EVIDENCE

The newspaper contains information about a wide variety of subjects that are of interest to the citizens of your community. Much of the information provides evidence about life in your community.

1. Use only your local newspaper for this activity. You may use as many issues as you wish.
2. Collect evidence from the newspaper (any section) related to any two of the following areas:
   A. Our Community is Changing.
   B. Our Community is Growing.
   C. Our Community has Tradition.

   Summarize your findings in a brief feature story.

— EXTRA —

Prepare a bulletin board display related to any one of the three areas of change, growth, or tradition.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

74 NATIONAL NEWS — LOCAL SIGNIFICANCE

Many national or international news stories are of particular significance to your local community. A national or international story, although it may have happened thousands of miles away, may have a very direct affect on life in your community.

1. Read the national and international news in your paper for 2-3 days.
2. Select the stories (2-3) that you believe will have/are having the greatest affect on your community.
3. Clip the articles and attach them to a sheet of paper. After each article write what you believe is the local significance of the story.

— EXTRA —

Using one copy of your newspaper, read the national and international news and make a list of those stories you believe will affect your community and those that will not.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

75 THESE THINGS

The newspaper reports a wide variety of community news events. The reported events are likely to make us, among other things, proud, angry, sad or happy.

- By using newspapers from the past 2-3 weeks, collect headlines that relate to community stories that made you proud, angry, sad and happy.

  For example:

  A. These things made me proud:
  B. These things made me angry:
  C. These things made me sad:
  D. These things made me happy:

— EXTRA —

Examine your classmates' responses to this activity. What headlines were most frequently identified for each of the four emotions identified above?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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76 THESE AREN'T OUR PROBLEMS

Every community shares common problems with other communities. There are, however, frequent examples of problems that may be unique to one particular community.

1. Arrange with your teacher to examine 3-4 newspapers from communities of comparable size to your own.
2. Read through the papers to identify problems that are facing other communities.
3. Make a list (7-10) of other communities' problems and briefly describe why they aren't problems in your community.

— EXTRA —

By comparing your newspaper with others, make a list of problems that are similar between communities.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

77 A COMMUNITY GARAGE SALE

Garage sales are often used to get rid of undesirable or unwanted items.

Assume that your community is going to have a garage sale. What items would your community like to get rid of?

- Prepare an ad for your local newspaper listing the items to be sold (or given away). The list can include anything you want from run-down buildings to undesirable traits.

— EXTRA —

From your list of garage sale items, think of ways that the items can be removed from your list by making them more desirable.

OR

Read other students' garage sale lists. What similarities and differences were there in the items?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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78 WE'VE INHERITED A MILLION!

Tomorrow's paper will carry the news that an anonymous benefactor has left your community the sum of $1,000,000. The money is to be spent on a community betterment project. It cannot be used for salaries or to pay off existing debts.

- As editor of your newspaper, you would like to have some influence on how the money will be spent. Through the editorial page of your newspaper, mount a campaign related to how the million dollars could best be spent. Support your ideas with facts.

— EXTRA —

Collect all of the ideas proposed by your classmates. Write a feature story indicating how your classmates would spend the million dollars.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

79 WISH I'D BEEN THERE

Have you ever thought about your community's most memorable historical event? Maybe it happened during your lifetime, maybe not.

1. For this activity, select an historical event that occurred before you were born. Gather as many facts about the event as you can. You'll want to check with your teachers, principal, parents, friends, and older citizens.
2. Prepare a front page story (with headline) describing the story (event) as if it occurred the day before.
3. After you have written your story, let others read it who know about the event to see how accurate your reporting is.

— EXTRA —

Analyze other student's responses to this activity and prepare a front page on community history.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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80 WE'RE AN ALL-AMERICAN COMMUNITY

The editorial page(s) of many newspapers are used to promote the community to the "outside" world.

Assume that you are the editor of your local newspaper and your community has been nominated as an "All-American City". Your community will be in competition with other communities of approximately the same size.

- Write an editorial citing evidence of why your community should be selected for the award. Remember, All-Americans come in all shapes and sizes.

— EXTRA —

Read all responses to this activity. Write an editorial that includes the most frequently cited evidence from your classmates' editorials.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

81 MY COMMUNITY

What makes your community a good or bad place to live? What are the costs and what are the benefits?

1. Make a list of the good and bad features about living in your community.
2. From the two lists, write a feature story or editorial for your newspaper. Don't forget your community's history, its progress, its current conditions and its prospects for the future.

— EXTRA —

Take each of the bad points you discussed in your feature story and offer suggestions as to how each could be corrected.

OR

Make a total class list of the good and bad features about your community. What similarities and differences were there in the responses of your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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82 OUR FUTURE IS BRIGHT/DIM

Newspapers are filled with positive and negative indications about the future of your community. There seem to be reasons for being optimistic as well as pessimistic.

1. After reading your newspaper for a one-week period, make a list of optimistic and pessimistic indicators regarding the future of your community. Document your lists with appropriate information from the newspapers.
2. Write an editorial on:
   — Our future is bright
   OR
   — Our future is dim

— EXTRA —

Arrange with your teacher to read all student responses to this activity. Analyze the lists and write a story reporting your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

83 COMMUNITY TRENDS

Trends are general directions that particular things appear to be taking. Sometimes they are obvious, while at other times they are not.

1. Collect as many past issues of your newspaper as possible. Don't hesitate to use newspapers from past years.
2. Complete each of the following statements. Where possible, cite evidence to support the trends that you've identified.
   A. For shopping in our community, the trend has been . . .
   B. Concerning politics in our community, the trend has been . . .
   C. For entertainment in our community, the trend has been . . .
   D. The population trend in our community has been . . .
   E. The current trend for teenagers in our community has been . . .
   F. The economic trend in our community has been . . .
   G. Unless things change, the most serious trend in our community has been . . .
   H. In our community, there is a positive trend toward . . .

— EXTRA —

Select any one of the trend statements and write a short article about it.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

84 NOTABLE COMMUNITY QUOTES

The newspaper reports what people say. Whether what they say is accurate or not is, of course, a different question. Nevertheless, statements about the community are frequently reported in the newspaper. The purpose of this activity is to give you an idea of how people feel about the community.

1. For a period of 2-3 weeks, identify statements that are made about your community. Note who was quoted and what the circumstances were.
2. Indicate whether you believe the quotes were accurate or not. At a later date you can check some quotations and determine which ones were most and least accurate.

— EXTRA —

Continue the activity for a longer period of time or collect all student responses to this activity and report the results to the class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

85

Objective # ________ Required ________ Optional ________ Points ________

86

Objective # ________ Required ________ Optional ________ Points ________

87

Objective # ________ Required ________ Optional ________ Points ________

88

Objective # ________ Required ________ Optional ________ Points ________

89

Objective # ________ Required ________ Optional ________ Points ________

90

Objective # ________ Required ________ Optional ________ Points ________

PART II:
SOCIAL/POLITICAL SCENE

91 COMIC CHARACTERS

Comic strip characters have their own personalities. Oftentimes, certain characters remind us of ourselves or someone we know. These reminders may come from the way they look, act, or what they say.

1. Turn to the comic section of your newspaper and examine all of the characters that you find.
2. Cut out all of the characters that remind you in some way of your community. Paste them on a sheet of paper and write a brief explanation of your choice.

— EXTRA —

Make a chart showing the selections of all members of your class.

OR

Prepare a list of comic strip characters and ask your classmates to indicate which ones they like and don't like. Report the results of your popularity contest.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

92 COMMUNITY AGENCIES/ ORGANIZATIONS

Numerous social agencies have been formed to provide assistance to citizens of your community. The assistance provided may range from marriage and drug abuse counseling to family budgeting. Such agencies provide their services at little, if any, cost to the individual.

- By researching through back issues of your community newspaper, prepare a list of agencies or organizations that have been established to provide a service to "citizens in need".
  Prepare your list as if it was going to be published in the newspaper.
  Be sure that you include the names of the agencies, where they are located, what services they offer and their hours of business.

— EXTRA—

Identify additional agencies or organizations that are not identified in the newspaper. Compile a list and distribute it to your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

93 COMMUNITY CRIME

Crime is something that directly or indirectly affects all members of every community. We may be the victim of some illegal activity or we may see our taxes go up because of the need for greater police protection.

1. Examine your newspaper for a period of 4-5 days noting the type and frequency of criminal activities that are reported.
2. Develop a chart or graph to illustrate community crime. Write a short report of your findings.

— EXTRA —

Secure from the police department a yearly crime report. How closely did your graph of the types of crimes reported in the paper resemble the police department report?

OR

Compare the incidence of crime in your community with other communities. Share your findings with the class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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94 MOVIE CLASSIFICATIONS

It is assumed that the type of movies being shown in your community reflect the entertainment values of community movie-goers. It has been said that "people pay for what they want to see".

1. Examine the movie advertisements in your newspaper.
2. Prepare a chart classifying the types of movies currently being shown. You can develop your own classification system, but you may want to use the following:
    - WAR STORIES
    - WESTERNS
    - COMEDIES
    - DRAMAS
    - MYSTERIES
    - HORRORS
    - MUSICALS
3. If possible, determine which specific movies are the most popular.

— EXTRA —

Compare the current movies being shown with past periods in history — 1 year ago, 5 years ago, 10 years ago.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

95 HOW WE LOOK

In general, personal appearance is important to people. Most everyone wants to look their best when it comes to style of clothing and hair, cleanliness, make-up, etc.

1. Using newspapers from a one week period, find examples in ads or articles that provide evidence that people in your community are concerned with their appearance. You may want to classify your examples by clothing, hair styling, etc.
2. Present your findings in a short scrap book, bulletin board, or project of your choice.

— EXTRA —

Write an editorial that is critical of the money spent on personal appearance and various advertising appeals.

or

Secure papers from past periods in history and compare present and past emphases on personal appearance.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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96 BAD HABITS

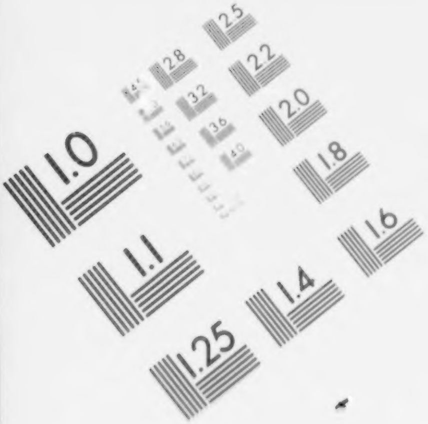
Unfortunately, most of us form bad habits of one kind or another. In fact, the newspaper is full of evidence that people in our community have formed some bad habits that probably need changing. We may, for example, eat, drink and smoke too much.

1. Examine one issue of the newspaper and collect as much evidence as possible that bad habits do exist. Be sure to look at all sections of the newspaper including the advertisements.
2. Present your evidence in any way that you wish. You may want, for example, to prepare a collage or bulletin board.

— EXTRA —

Using the evidence you've collected, prepare a compaign to eliminate bad habits. Construct a poster, write an editorial, etc.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________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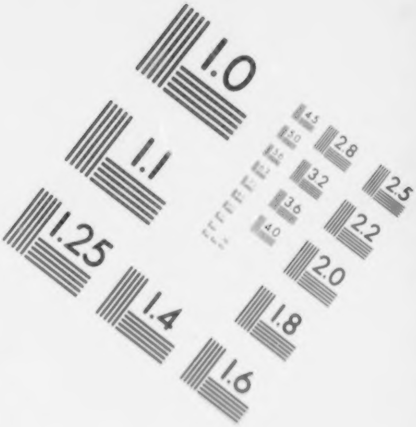
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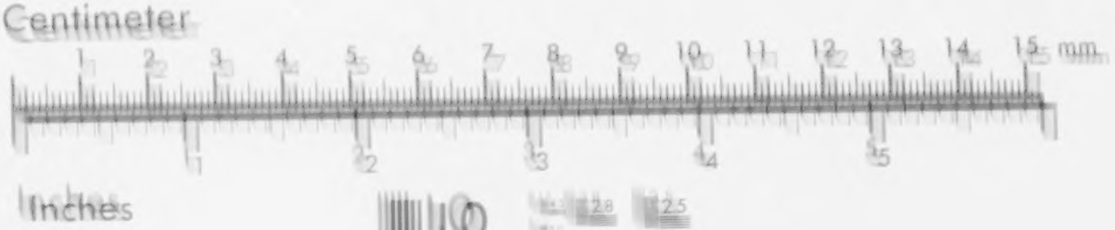
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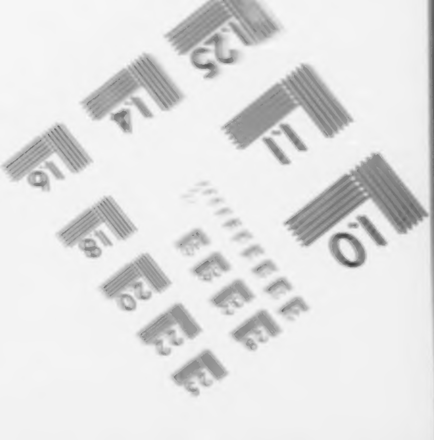
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97 WE'RE LIBERATED

The women's movement has made significant progress during the past decade. The newspaper provides written evidence of that progress.

1. Examine the employment ads in the classifieds.
2. From the listing of available employment opportunities, identify those jobs that probably were once open only to men.
3. Identify those jobs that are still open only to men or women or where a preference is indicated.
4. Present your results in any form that you wish.

— EXTRA —

Liberation is not restricted to equal employment opportunities. Find examples in your newspaper of other areas where women have achieved gains in equality. Find examples of areas where equality has not been achieved. Write an editorial on your views.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

98 GRAY POWER

Senior or retired citizens often feel that the community does not evidence a desirable level of concern or interest in their lives and well-being.

1. Locate feature and news articles that are directly related to the lives and activities of senior citizens. What kinds of information are presented?
2. Examine the classified section to determine what employment opportunities are available to senior citizens.
3. Does your newspaper have any particular sections designed to appeal to senior citizens?

Share your findings in a feature story or letter to the editor.

— EXTRA —

Find and analyze examples of advertisements that are designed to appeal to senior citizens. What conclusions can you draw?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

99 HONORING A COMIC STRIP HERO

Characters in comic strips often possess very "human" qualities. They may also have special characteristics that set them apart from the average person.

1. Assume that an organization in your community has decided to honor a comic strip character that is most representative of your community.
2. Nominate a character for the award. Prepare a nominating speech or letter expressing why you have made your choice.
3. Prepare a newspaper advertisement to try and convince citizens in your community to vote for your choice.

— EXTRA —

Examine other responses to this activity and actually conduct a class election to choose a community comic strip hero.

OR

Analyze all comic strips in your newspaper. Identify which ones are popular with your classmates and why.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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100 CULTURAL ARTIFACTS

An artifact is a man-made object designed for a specific use. We have a better understanding of previous cultures and civilizations by the artifacts that have survived — buildings, sculptures, pottery, tools, etc.

1. Clip at least ten pictures from the newspaper that are man-made products of our culture. Try to find examples of the way we live and work and express our interest in art and music.
2. Prepare a collage or display of your artifacts.

— EXTRA —

View all responses to this activity and write a feature story on the kinds and types of artifacts selected.

OR

Compare past issues of the newspaper and note the changes in the kinds of artifacts illustrated.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

101 COMMUNITY CONFLICT

A conflict can arise whenever two or more individuals or groups are in opposition to each other. Issues of conflict can involve millions of people and millions of dollars or two neighbors arguing over a property line.

For this activity refer to the conflict resolution activity sheets

Objective # ________**Required** ________**Optional** ________**Points** ________

102 OBITUARIES — CAPSULE LIFE SUMMARIES

Obituaries can be very short — giving details of accomplishments, life works, etc. The obituaries provide important information about the lives of people in your community and what people consider to be the most important contributions of various individuals. In some cases, specific contributions to the community are mentioned.

1. Read the obituaries for a couple of days.
2. Collect the following information from the obituaries.
  A. Ages at death.
  B. Causes of death.
  C. Number and relationships of survivors.
  D. Past occupations.
  E. Community contributions, if identified.
3. Analyze your findings and write a brief story about your conclusions.

— EXTRA —

Write your own obituary describing what you hope will be your contribution to life in your community.

Objective # ________**Required** ________**Optional** ________**Points** ________

103 COMMUNITY MINORITIES

The newspaper frequently contains news and other items of particular interest to minority groups within the community.

1. Look up the word minority in the dictionary. Try to determine what ethnic and racial groups within your community could be classified as a minority.
2. Read the paper for a few days and clip the articles and other newspaper items related to minority groups. Prepare a poster or chart to display your clippings. Determine what headings you will use for the poster or chart. On a separate sheet of paper, write a brief report on minorities in your community.

— EXTRA —

Compare the different minority groups in your community with other communities Check advertisements (restaurants, grocery stores and specialty stores) for clues about minority groups.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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104 EDITORIAL CARTOON-SOCIAL ISSUE

Social issues are a major topic for editorial cartoonists. A cartoon may be used to visually present a point of view about a particular social issue of concern to citizens in your community.

1. Examine various editorial cartoons for a period of a few days. Determine whether the cartoons express viewpoints about social issues. It is difficult, of course, to classify cartoons as generally social, political or economic.
2. After examining the cartoons, draw your own cartoon expressing your viewpoint about a particular social issue of importance to your community. Artistic ability isn't necessary, just do the best you can.

— EXTRA —

Draw a cartoon showing an opposite point of view to the cartoon you drew for the above activity.

OR

Examine cartoons from past periods in your community's history. If possible, make copies of the cartoons and prepare a report, bulletin board, or feature story.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

105 TEENAGE PROBLEMS

It is believed, by many, that newspapers do not carry enough news about the activities and accomplishments of teenagers. In addition, newspapers may not appeal, as much as would be desired, to the needs and interests of teenage readers.

1. Assume that you do not believe your newspaper carries enough news about people your age, or does not include stories or other information of interest to teenagers. Write a letter to the editor describing your views about this problem. Indicate the kinds of information or types of stories that would interest teenagers.
2. If you were going to write a weekly column for teenagers what kinds of information would you include?

— EXTRA —

Write a column for your newspaper that contains news of interest to teenagers.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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106 WE'RE GOOD SPORTS

Sports are an important part of American society. Whether as an actual participant or as a spectator, millions of people enjoy sports and the competition that is involved.

1. Read the sports section of your newspaper for a period of a few days. Identify the different sports that are mentioned. How many of the sport contests reported in the newspaper happened in your community?
2. If possible, determine the extent to which people attend or participate in sporting events in your community.
3. What sports are popular in other communities or countries that are not popular in your community? What other sports activities should be reported?

— EXTRA —

Analyze the sports section of your newspaper. How could it be improved to more accurately reflect the interest in sports in your community? What other sports activities should be reported?

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

107 TV ENTERTAINMENT VALUES

It is generally believed that television networks produce what people want to see. No program will continue if nobody wants to watch it. Although TV shows come and go, they are reflective of our entertainment values.

1. Read the television program listings and descriptions in your newspaper for a one week period. Identify the programs that would be your choices during the 7 P.M. to 10 P.M. viewing period. What do your choices reveal about your entertainment values?
2. Compare your choices with the Nielson listings of the most and least popular shows of the previous week. Using the Nielson ratings as a guide, what can you conclude about people's entertainment values? What kinds of new programs would you like to see on TV?

— EXTRA—

Survey your classmates to determine their viewing preference.
How to their choices compare with yours and the Nielson ratings?
Write a story for the TV section of your paper discussing your findings.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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108 SOCIETY PAGE

The society page(s) describe many of the social events in the life of the community. The events may involve a great many people, or only a few. In any event, they reflect some of the social values of the community.

1. Read the society page(s) from at least two issues of your newspaper. Identify the different kinds of events that are reported.
2. Write a series of statements about the social values that seem to be indicated by what has been reported. Write a brief report of your findings. What are your personal feelings about society news?

— EXTRA —

Assume that you are a visitor to the community. If you only
read the society page(s) of the newspaper, what would you be
likely to conclude about the social values held by community
citizens?

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

109 A GENERATION GAP

People feel that there is, or always will be, a difference in the values and attitudes of people in different age groups. For example, teenagers may not feel that they understand senior citizens.

- Assume that you have been asked to give a short speech to the members of a local organization of retired persons. Your speech will discuss the possibility of a generation gap between the younger and older citizens of your community. Using copies of your newspaper as a resource, prepare your speech. Decide in advance whether you believe there is a generation gap or not.

— EXTRA —

Arrange with your teacher to give your speech to your classmates, or have it copied and distributed to anyone interested in the topic.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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110 WE'RE RELIGIOUS

Many, if not most, people believe in some form of a supreme being who will pass judgment on their actions. Religious views or beliefs provide direction for people individually and for the total community generally.

1. Collect examples from the newspaper that indicate the religious views of different people or provide evidence that your community values religious beliefs.
2. If possible, determine how many different organized religions there are in your community. What can you conclude from your findings?

— EXTRA —

Try to determine if religion is more or less important that it used to be in your community. Write an editorial about how you feel about the current status of religion in your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

111 COMMUNITY ENTERTAINMENT VALUES

How people spend their money and time to be entertained is a clear indication of the values they hold. Although entertainment values may change with time and the increase in costs, people still allocate a certain amount of their income for entertainment.

1. Read the entertainment section of your newspaper for a few days. Note the various types of entertainment that are available and what each costs.
2. Analyze the types of entertainment and prepare a list of general statements about the entertainment values evidenced by people in your community. How do costs affect values?
3. Write an editorial about your conclusions.

— EXTRA —

Compare the results of the activity with past periods in history.
Write an editorial entitled "Changing community entertainment values".

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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112 ADS REVEAL COMMUNITY VALUES

Newspaper advertisements appeal to various values that are supposedly held by people living in your community. It may be assumed, for example, that people value the importance of classy clothes and fancy cars.

The appeal indicated in various advertisements can tell you a great deal about the values held by community citizens.

1. Examine the advertisements in your newspaper for a 1-2 day period. Clip and paste at least 10 ads on different sheets of paper. Describe the particular value indicated by each ad.
2. Write a brief summary of your findings.

— EXTRA —

You can probably identify certain community values that are not revealed in the advertisements you collected. Change some of the ads you used, or design a couple of new ones, to appeal to different values.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

113 CHANGING COMMUNITY LIFE

Life goes on. Although you may not have thought about it, your community is constantly changing. It is assumed that some changes are positive, and some are negative.

1. Using information from your newspaper as evidence, make a list of positive changes that have taken place in your community.
2. Following the same procedure, make a list of negative changes.
3. Using the information you've collected, prepare an editorial entitled, "Nothing stays the same". If possible, include examples of change in your editorial.

— EXTRA —

Compare your lists of changes with newspapers published 5 or 10 years ago.

OR

Compare your lists with newspapers from other communities.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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114 COMMUNITY ADVICE COLUMN

You may not be Ann Landers, but you probably have advice about your community if only someone would ask.

1. Read the advice column(s) in your community newspaper. Assume that you have been given the assignment to write an advice column about your community.
2. Take each of the following questions and prepare an appropriate response. If you wish, develop your own questions with a classmate.
   A. I am totally bored, what can you suggest for young people to do in our community?
   B. I'm tired of local shop-keepers being so grouchy with their young customers, what can I do?
   C. In my opinion, local law enforcement officials "pick on" teen-agers. Do you agree?

— EXTRA —

Read the advice columns that appear in your newspaper. Collect at least 6 "bits of advice" that you believe should be read by your classmates. If you wish, write your own responses to the questions that have been asked.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

115 HOBBIES AND RECREATION

People and communities are increasing the amount of money and other resources that are being used for leisure time activities. Your newspaper includes information about the hobby and recreation interests of people living in your community.

1. You have been elected chairman of the committee to plan a community hobby and recreation day. The one day festival will include exhibits and demonstrations of the various hobbies and recreational interests of people in your community.
2. Determine what hobbies and recreational interests will be a part of the festival. Use your newspaper to help you decide what to include.
3. Prepare an advertisement for the paper indicating the range of hobbies and recreational interests to be included.

— EXTRA —

Examine newspapers from other communities. Make a list of the recreational opportunities offered in other communities that are not available to you. Write a letter to the editor stating the need for improved recreational opportunities in your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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116 CULTURE CLUES

Culture, at least in part, refers to the style of social and artistic expression found in a community. We normally associate culture with live theater, concerts, art museums, etc.

1. From issues of your community newspaper, identify examples of culture that are found in your community. Examples may include special events or places to go to view exhibits; etc.
2. If possible, compare the examples of culture in your community with communities that are larger and smaller.

— EXTRA —

Prepare an editorial on the need for more cultural events in your community. Include what's available in other communities of comparable size to your own.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

117 LIFE IN OUR COMMUNITY

The pictures in your newspaper can tell you a great deal about life in your community. Although they may show unusual events, they quite frequently illustrate what we might call "daily life".

1. From past issues of your newspaper, make a collage of pictures that you believe reflect life in your community. You might want to select a more specific theme before you select your pictures. Examples might include:
   A. Life at its best
   B. Things could be better
   C. A typical day
   D. Life goes on

— EXTRA —

Assume that your newspaper is going to publish a picture of your collage. Write a story describing the collage and the theme you've chosen.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

118 COMMUNITY CONSCIENCE

The editorial page(s) of the newspaper is often referred to as the "conscience of the community". It is a place where the editors and citizens of the community can openly express their opinions about any variety of topics and issues. These "pages of opinion" are an essential part of our democracy and the concept of freedom of speech.

1. Examine the editorial page(s) of your newspaper for a couple of days.
2. Identify how the editorial page(s) serves the important function of expressing viewpoints regarding the right and wrong of various actions and the possible motives of community citizens and agencies.
3. Identify an issue facing your community in which you believe there is a reason to question the views or actions of some individuals or agencies. Write an editorial expressing your views.

— EXTRA —

Write an editorial on the importance of the editorial page as the "conscience of the community".

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

119 GOVERNMENT REGULATIONS

Federal, state and local governments pass laws, resolutions and ordinances that regulate the actions of businesses and individual citizens. Agencies of the government continually regulate individual actions that might be contrary to the common good of all people.

1. Using your newspaper for information, identify at least ten examples of government regulation in your community. Examples might range from the use of insecticides to zoning regulation.
2. Identify the regulations that you believe are most and least important.
3. Write a summary story about government regulation in your community.

— EXTRA —

Identify areas where you believe governments exert too much control over people's lives and areas where more control is needed. Write an editorial expressing your views.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

120 COMMUNITY POLITICAL VIEWS

The newspaper provides us with a continual record of the political views of numerous citizens in our community. The views of community politicians are important in determining how issues will be resolved.

1. Locate stories in your newspaper that express the views of local politicians about community issues. Identify the specific issues and the politicians point of view.
2. Indicate whether you agree or disagree with the politicians viewpoint.
3. What can you conclude about the political issues facing your community?

— EXTRA —

Examine the responses of other students to this activity. After reading their responses, what can you conclude about the various political viewpoints in your community?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

121 POLITICAL COMMENTARY

The editorial page(s) of your newspaper contain different points of view regarding political issues affecting your community. The editorial pages provide an open forum for the expression of political views.

1. Read the editorial page(s) of your newspaper for a couple of days. Determine the political viewpoints that are expressed about issues facing your community.
2. Write a letter-to-the-editor expressing your agreement or disagreement with a particular point of view that you read in the editorial page(s).

— EXTRA —

Complete the same activity using issues of your community newspaper from past years. Are the issues similar/different?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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122 PUBLIC SERVANTS

Many individuals in your community are employees of the federal, state or local government. As government employees, they provide a number of services from delivering the mail to auditing income tax returns.

1. Examine your newspaper and find as many examples as you can of the variety of services provided by government employees. Don't neglect the classified ads.
2. Clip & paste the examples on a sheet of paper. If you can think of other services provided by government employees include them on your list.
3. Write a brief story about the range of services provided by government employees in your community.

— EXTRA —

Determine which community services are provided by the different levels of government. Are there additional services you believe the governments should provide?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

123 THEY'RE ALIVE AND WELL

The Constitution and Bill of Rights are living documents. Although they are under constant reinterpretation, there are frequent examples of the importance of the documents to everyday life in your community.

1. Find one or more examples in your newspaper of issues related to the constitution and bill of rights. Possible examples include:

Freedom of Speech	Right to Keep and Bear Arms
Freedom of Religion	Search Warrants
Freedom of Assembly	Due Process of Law
Freedom of the Press	Public and Speedy Trial

2. If possible, read a news report of a Supreme Court decision. What was the issue involved? What implication might the decision have to your community?

— EXTRA —

Write a short paper discussing the importance of freedom of the press to citizens in your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

124 EDITORIAL CARTOON-POLITICAL ISSUE

Cartoonists use cartoons to visually present a certain point of view. Cartoons are a widely accepted form of political expression and frequently use humor to convey a particular viewpoint.

1. Examine the editorial cartoons in your newspaper for a period of one week. Clip the cartoons and provide a brief description of the point of view the cartoonist was trying to get across to the reader. Did you agree or disagree with the cartoonist?

2. Using the same cartoons, or by drawing your own, adapt the cartoons to express a point of view about a local community issue.

— EXTRA —

Examine past issues of your newspaper and report on the political cartoons that you found.

OR

Draw a couple of cartoons expressing your viewpoint about local community political issues.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

125 OFFICIAL ACTIVITIES

Elected or appointed governmental officials are involved in a number of job-related activities or duties. In general, the newspaper reports the official activities that are most important to the citizens of the total community.

- Read the newspaper for a period of 2-3 days. List the governmental officials that are mentioned in the newspaper and the positions that they hold. Describe, from the newspaper information, the services performed by the individuals involved. Write a brief summary story of your findings.

— EXTRA —

Obtain a list of major governmental officials in your community. For a period of one week, identify the number of times each individual was mentioned in the paper. List the major governmental actions of the week. Present your findings in a brief report.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

126

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

127

Objective # ________ Required ________ Optional ________ Points ________

128

Objective # ________ Required ________ Optional ________ Points ________

129

Objective # ________ Required ________ Optional ________ Points ________

130

Objective # ________ Required ________ Optional ________ Points ________

PART III:
ECONOMIC SCENE

131 WHERE WE LIVE

For most families, housing is the most expensive item in their budgets.

The newspaper reflects the wide variety of housing possibilities available in your community.

1. Examine the classified ads in your newspaper. Identify the various kinds of housing that are available for rent or sale.
2. List the price ranges and the average price for eacn type of housing.
3. What are the specific items that are identified in the various ads to appeal to the buyer?

— EXTRA —

Compare current housing prices with prices 5 or 10 years ago.
Identify changes in the availability of certain types of housing.
Share your report with your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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132 THERE'S COMPETITION

Briefly, competition involves a contest between two or more individuals or groups to win some prize or advantage. In a free enterprise economic system like ours, competition involves the rivalry between two or more business enterprises to sell some particular goods or service.

1. Identify at least five types of businesses in your community where there is a great deal of competition (use the newspaper advertisements).
2. Identify five businesses that appear to have little competition.
3. Write a brief story describing the results of your study. Identify why there is more competition in some areas of business than others.

— EXTRA —

Clip examples from the newspaper of various advertisements that
indicate how businesses compete with each other.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

133 SCARCITY

Scarcity is the universal economic problem. Our demands or wants are greater than the goods or services available to meet them. In short, we want more than we can have. Therefore, we have to make choices and hope that we come as close as possible to satisfying our relatively unlimited wants.

1. Using the newspaper as your source, identify examples of decisions that are being made by individuals or governments regarding the distribution of scarce resources.
2. Identify the goods or services that you believe are or will be in scarce supply. Determine what affect scarcity has on prices.

— EXTRA —

Find as many examples as you can of goods and services that are *not* likely to become scarce or in short supply.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

134 COMMUNITY SERVICES

More and more services are being provided by individuals and businesses. In fact, more people are involved in providing services than are actually engaged in the process of producing goods.

1. Examine the classified advertisement section of your newspaper. Identify the numerous kinds of services that are available to people in your community. Develop some system for classifying the different types of services.
2. Determine which services seem to be abundant or in short supply.
3. Write a story about your findings. Include what you believe are needed community services that are not currently provided.

— EXTRA —

Examine an issue of your newspaper from 10 years ago. Compare the services advertised then with those that are advertised now. Share your findings with your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

135 LET'S EAT

People enjoy eating out at least once in a while. During the past few years there has been a tremendous increase in the number of fast-food restaurants in most communities. Fast-food restaurants reflect, at least to a degree, changing American life styles.

1. Examine the newspaper advertisements for places to eat in your community. Identify those restaurants that specialize in fast-foods and those that offer a full menu. Determine the food preferences of people in your community by analyzing the kinds of food that are advertised.
2. Identify the restaurants that belong to a chain or franchise.
3. Write a feature story on eating out in your community. Be sure to suggest any changes that you would like to see. Comment on the price ranges available.

— EXTRA —

Prepare a weekly column on area restaurants. Evaluate the food and service provided. Survey your classmates to determine their food preferences and favorite places to eat.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

136 ADVERTISING TARGETS

Business advertising is used, of course, to persuade people to buy a particular product. Some advertisements are specifically designed to appeal to certain people; the ones who are most likely to buy the product.

1. Examine one issue of your newspaper. Identify one or more advertisements designed to appeal to each of the following:
    - A. Women
    - B. Men
    - C. Children
    - D. High income
    - E. Low income
    - F. Teenagers
    - G. People in different occupations

   Clip and label each advertisement.
2. Note where ads are placed in the newspaper. Why are some ads located where they are?
3. Select the ad that you like the best. Identify why you think it is the best of all that you examined.

— EXTRA —

Take any two of the ads you selected for #1 above and change the target, i.e., from an appeal to a high income individual to a person with a low income.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

137 IT FAILED

For a variety of reasons, some businesses don't make it and have to close their doors. For example, some fail because of poor management, a bad location or by selling inferior products.

1. Examine past issues of your newspaper to find evidence of businesses that have failed in your community. Be sure and read the business news section, ads for liquidation sales and news stories.
2. From the evidence you found above, compile a list of the reasons why businesses have failed.
3. Identify other businesses in your community that have failed, but the failures were not reported in the paper.

— EXTRA —

Using newspaper ads, identify businesses that have been in operation a long time in your community. Write a feature story on "old-established businesses".

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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138 COMMUNITY TRANSPORTATION

Transportation is an important part of the economic and social activity in your community. As you have probably noticed, transportation in your community is constantly changing.

1. From any one issue of your newspaper, determine how much space (ads, news stories, etc.) is devoted to transportation of one form or another. Identify the different forms of transportations that are available.
2. What evidence is there in newspaper transportation advertisements that transportation needs are changing?
3. Examine an issue of your newspaper from 10 years ago. How were the ads different from what you discovered in #2 above?

— EXTRA —

Write a letter to the editor of your local newspaper expressing your views on the need for improved public transportation.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

139 WE'RE GROWING

Growth is generally a good sign that the community is healthy. While uncontrolled growth is to be avoided, growth means new jobs, more money, new businesses, etc.

1. Examine several issues of your newspaper and collect as much evidence as possible of growth in your community.
2. Identify what kinds of growth are evident in your community, e.g., new industries, new businesses, etc.
3. Find at least one example where growth is causing problems. Write a story about community growth.

— EXTRA —

Secure additional information about growth in your community. Share the information you find with others in your class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

140 THAT'S MY JOB

The newspaper "help-wanted" ads provide a good overview of the kinds and types of jobs that are available to people in your community. It also provides an indication of changing job patterns in the community.

1. Examine the "help-wanted" ads in one issue of your newspaper. Identify the types of jobs that are available.
2. Select at least three different kinds of jobs that might be of interest to you. What qualifications are needed? What salary can you expect?
3. Write a brief story about job opportunities in your community.

— EXTRA —

Compare current job openings with openings from 5 or 10 years ago. What changes can you find in the types of jobs available, salaries paid, etc.?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

141 WHAT THE COMMUNITY NEEDS MOST

In the past few years, the federal government has used revenue sharing to help local communities meet their specific needs. Some money collected through taxes by the federal government is returned to communities to be used for a variety of projects.

1. Assume that your community will receive the sum of $500,000. As editor of the local newspaper, you are concerned with how this money can be put to the best use.
2. Identify three community needs that could be met by the money. How much of the $500,000 would you allocate to each of the three needs.
3. Write an editorial explaining your views on how the money could be spent.

— EXTRA —

Read all student responses to this activity. Write a story on how other students would distribute the money and the projects they have selected.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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142 MY CLASSIFIED AD

People use the classifieds to sell unwanted items. An examination of the classifieds reveals a wide range of items to be resold.

1. Read the "for sale" ads in your newspaper. Notice the writing style that is used, including the use of abbreviations.
2. Select an item that you would actually like to sell. Write a classified ad and post it on the bulletin board. Determine if anyone was successful in selling their item.

— EXTRA —

Analyze the classified "for sale" ads to determine the most frequently offered items. If possible, compare the ads with those found in another community's newspaper.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

143 VERY SPECIALIZED

Unlike the days when everyone grew all the food that they needed, and general stores sold everything that was needed, and handymen repaired almost everything that was broken, we are well into the age of specialization. More and more, stores sell only one kind of food and repairmen work on only one type of product.

1. Examine the newspaper advertisements (including the classifieds) in one issue of your newspaper. Find examples of a high degree of specialization, e.g., a cheese shop, a micro-wave repair service.
2. Identify what you believe are at least three examples of a high degree of specialization in the following business-related areas:
   - A. Food
   - B. Clothing
   - C. Household
   - D. Transportation
   - E. Home repair
   - F. Appliance repair
   - G. Other
3. Write a brief feature story on specialization in your community.

— EXTRA —

Compare the results of #2 above with an issue of your newspaper from 10 or 20 years ago.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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144 WE LIVE HIGH

Newspapers contain evidence of the standard of living of community citizens. Despite some obvious economic problems, it appears that people are increasingly able to buy higher priced goods and services. There is, in short, evidence that people are "living high".

1. Examine one issue of your newspaper. Identify at least three examples of a high standard of living.
2. Follow the same procedure, and locate at least three examples of a low standard of living.
3. Write a news story or develop a collage to illustrate your findings.

— EXTRA —

Compare the results of the above activity with another community newspaper or a newspaper from past years.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

145 YOU'RE IN BUSINESS

The decision to open a business should involve a great deal of research. Once the decision has been made that a business can succeed and make a profit, a great deal of work is yet to be done.

1. Assume that you are about to open a business of your choice. Determine what you will need to get ready for your "grand opening".
2. Select from the classified ads what you will need, e.g., a location, labor, equipment, etc. If what you need is not advertised in the newspaper, prepare your own classified ads for what you need. Determine as best you can, what you think your total costs will be.

— EXTRA —

Follow the same procedure as above, but use newspapers from throughout the United States.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

146 JOBS IN DEMAND

The "help wanted" ads provide an indication of the surplus and scarcity of workers for various jobs. Many jobs currently in demand may not have even existed a few years ago. Likewise, jobs advertised in future newspapers will likely include jobs that we haven't even heard of at the present time.

1. Review the "help wanted" ads in your newspaper. Determine the number of jobs that are available in various classifications.
2. Write a story about jobs in demand. If possible, predict what you believe will be future trends in the job market.

— EXTRA —

Compare the results of the activity above to at least two other communities. Develop a chart to display your findings.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

147 INTERDEPENDENCE

Since our community cannot produce all of the various goods that we consume, we rely on other regions, states and countries to produce much of what we need. Our community like all communities throughout the world, produces what it can do best at the lowest cost.

1. Examine your newspaper for a couple of days. Identify at least fifteen items for sale that were produced in other regions, states, or countries. Try to find a variety of examples.
2. Write a story discussing your findings. Indicate what life would be like without trade.

— EXTRA —

Examine past issues of your newspaper to determine whether your community is more or less dependent on goods from other places than it is now.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

148 BUSINESS HAPPENINGS

Your newspaper can help you identify current business trends in your community.

1. Read any news about business in your newspaper for a period of at least two days.
2. Identify four or five business trends. Write a brief story or editorial on "business happenings in your community".

— EXTRA —

Identify two or three businesses that you believe would succeed in your community, but do not currently operate there. Identify why you believe they are needed and would be successful.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

149 TAX MONEY

Obviously, running a government and providing a vast range of services costs a great deal of money. Through taxation, citizens are expected to pay their fair share of the government's operating expenses.

1. Using your newspaper as a resource, identify as many examples as possible of how tax money is spent in your community.
2. Identify one or more newspaper articles that specifically relate to issues regarding taxation in your community.
3. Summarize your findings in a news story.

— EXTRA —

Using other resources, identify how tax money is spent in your community.
Write a brief article on local taxation to be distributed to other students.
You might want to develop a bulletin board to display your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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150 OUR COMMUNITY AND STOCKS

Most communities have one or more corporations whose stock prices are quoted on a stock exchange. If a local industry is owned by a larger company, the stock prices of the larger company may be listed on the stock exchange. Most corporations are owned by a large number of people who have purchased shares of stock in the company. A stock exchange is a place where stocks are bought and sold. Your newspaper reports the prices of stocks on a daily basis.

1. Identify any local corporations whose stock prices are reported in the newspaper. Describe what they produce and where they are located.
2. Trace the prices quoted for the stocks for a period of one week. If you had invested in the corporations, would you have made or lost money? Graph the prices of the stocks.

— EXTRA —

Trace the pattern of local stock prices for a longer period of time.
Use additional resources to find out more about local companies.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

151 LOCAL ECONOMIC ISSUES

The range of economic issues facing your community may seem endless. A list of issues would likely include such items as taxation, zoning, public building projects, transportation, etc. With relatively unlimited wants, but limited resources, choices have to be made.

1. Select an economic issue of concern to you and your community.
2. Refer to the problem-solving activity sheet included with the program. Follow the directions on the sheet.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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152 COST COMPARISONS

Wise shoppers compare prices before buying. The newspaper is an excellent source to use to help you check both prices and the availability of goods. Newspapers, in addition, print valuable coupons that may help you save money.

1. Think of 3 or 4 items that you would like to buy. Select different types of items, e.g., a new car, a stereo, a microwave oven, a certain brand of perfume, etc.
2. Examine the newspaper ads for a period of one week. Note that various prices for the items and identify the best buy.
3. Write a brief editorial on the value of making cost comparisons in your community.

— EXTRA —

Secure copies of newspapers from other communities. Compare the costs of items in your community with other communities.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

153 FINANCIAL INSTITUTIONS

Financial institutions provide a number of services to businesses and individuals in your community. While banks may be the most familiar financial institutions to each of us, there are other kinds that also provide a variety of services.

1. By examining the advertisements in your paper, identify as many types of financial institutions as you can.
2. Determine the variety of services provided by each. How much competition is there?
3. Where would you want to invest your money and why? If you had $1,000 to put in a savings account how much would it be worth at the end of a year?
4. Briefly, write a short article about the importance of financial institutions to your community.

— EXTRA —

Compare the advertisements for financial institutions in other communities. Can you identify additional services that could be provided for people in your community? Write an editorial expressing your views.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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154 MARKETPLACE

The classified ad section of the newspaper is often referred to as the "Marketplace of America". Although some communities have "open air markets" where people sell or exchange items, most people prefer to use the classified ads.

1. Examine the classified ads in one issue of your newspaper. Identify the following:
   A. The 3-4 most frequently advertised items.
   B. The number of pets or animals for sale.
   C. The most unusual 3-4 items.
   D. Items you would most and least like to own.
2. Write a feature story on your findings. What can you conclude about your community from the classified ads.

— EXTRA —

Compare the classified ads in your newspaper with newspapers from other communities. How are they alike or different? Do the items for sale provide clues as to where the community is located? Share your findings.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

155 COMMUNITY NEEDS

Since many businesses advertise their products or services in the newspaper, you can usually get a pretty good idea of what's available in your community. The availability of goods and services may vary, however, from community to community depending on the size of the community and local needs and interests.

1. Examine the advertisements in your newspaper to determine the range of goods and services that are available.
2. Select a newspaper from a community that's smaller, larger and approximately the same size as your own.
3. Make a list or chart showing the differences in goods and services that are available. Select five products and services that are not currently available to people in your community, but you believe should be.

— EXTRA —

Select a newspaper from 10-15 years ago. Determine the goods and services that were once available but no longer are. Report your findings.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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156 WE PRODUCE

Most communities have one or more companies that produce goods for sale. The market for the goods may be primarily local, or the goods may be sold throughout the world.

1. Using your newspaper and any other resources available to you, identify the 3-5 largest community industries.
2. Examine newspaper advertisements to determine if locally produced goods are advertised in the newspaper.
3. Write an editorial or feature story on local industry and its importance to the community. Check the "help wanted" ads to determine if there are job openings in the various companies and the qualifications needed.

— EXTRA —

Chambers of Commerce and other organizations are constantly trying to attract new industry to a community. Prepare full-page ads trying to "sell" industry on locating in your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

157 BUY NOW-PAY LATER

Buying on credit has become part of our way of life. Rather than wait until they've saved enough money to buy an item, many people are willing to pay extra through credit charges to enjoy the item immediately. Some businesses even offer purchase plans where your first payment is deferred for a period of time or there are no interest charges for 30-90 days.

1. Examine several issues of your newspaper and locate as many examples as possible of the various purchase plans available from community businesses.
2. Make a list of the kinds of items you could buy under the various plans identified in #1.
3. Write a brief story about your findings. What conclusions can you draw from activities 1 and 2?

— EXTRA —

Examine an issue of your community newspaper from 10 years ago. What changes can you find in the way businesses will accept payment for goods purchased?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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158 THE COST OF MONEY

Loan institutions (banks, credit unions, loan companies) make money by charging borrowers interest on the money they lend. They are required by law to identify the rate of interest they charge consumers.

1. Identify as many institutions as you can that lend money to consumers. Look at the newspaper advertisements.
2. What are the differences in the rates of interest charges by the various loan institutions?
3. Assume that you want to borrow $1,000. Compare the rates from three different lending institutions. How much interest will each charge if you borrow the money for one year ?
4. Develop a bulletin board or write an article to illustrate your findings.

— EXTRA —

Examine newspapers from past years. Draw a chart to illustrate the changes in interest rates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

159 EDITORIAL CARTOON-ECONOMIC ISSUE

Editorial cartoonists use cartoons to visually illustrate their views or opinions on a variety of issues. Economic issues have long been a popular topic for cartoonists.

1. Examine your newspaper and find one or more examples of editorial cartoons illustrating economic issues. It does not have to be a local issue but it should illustrate an issue of concern to citizens in your community.
2. Clip the cartoons from the newspaper and write a paragraph or two describing the meaning of the cartoon.
3. Draw your own cartoon related to the issue, or change the meaning of the cartoons to express an opposite point of view.

— EXTRA —

Collect examples of editorial cartoons from past issues of your newspaper, or from newspapers from other communities. If you prefer, draw a cartoon, or series of cartoons, related to local economic issues.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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160 SOURCES OF LOCAL INCOME

As you've completed some of the activities in this program, you've probably noticed the wide variety of ways that people make a living. Although individual family income comes from numerous sources, your community has some businesses that employ more workers than others.

1. Although you may have some difficulty in telling from your newspaper, try and determine the 5-10 businesses that employ the greatest number of people in your community. If the newspaper doesn't provide enough clues, your chamber of commerce will have the answer.
2. Clip any articles that you can find related to large businesses in your community. Develop a bulletin board or collage.

— EXTRA —

Write an editorial expressing your views regarding the importance of the businesses to your community.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

161 ELASTIC-INELASTIC

The demand for goods in your community is affected by the prices that are charged. Consumers in your community will, in general, purchase more items as the price declines. There are some items that are more affected by price than others. We seem to buy certain goods even if the price increases (inelastic), while with some items we will reduce the number of items we buy, or will look for an item that can be used as a substitute.

1. Assume that families in your community have an average income of $15,000. As prices continue to rise, identify 5 items that you will probably continue to purchase and 5 items that you may stop buying or will try to find substitutes for. Use your newspaper to find examples.
2. Identify items that have continued to come down in price. Identify, in addition, the items that are considered to be luxuries. Share your findings with your classmates.

— EXTRA —

Using your newspaper as a resource, identify the services available in your community that are relatively unaffected by increases in price. For example, if you need surgery you'll probably pay for the service despite the cost.

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

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162 FUTURE GOODS AND SERVICES

In an earlier activity you were asked to describe the range of goods and services available in your community. You also had the opportunity to compare the availability of current goods and services with past years. This activity asks you to predict what additional goods and services will be available in the future.

1. Assume that you're reading your community newspaper in the year 2000. What goods and services do you suppose are advertised in the newspaper that are not available at the present time?
2. Write a brief classified ad for five goods and five services available in the year 2000 that are not available now.

— EXTRA —

Arrange with your teacher to read all of the ads developed by your classmates. Develop a bulletin board display of the ads. How much similarity was there in their predictions?

Objective # __________ **Required** __________ **Optional** __________ **Points** __________

167

Objective # ________ Required ________ Optional ________ Points ________

168

Objective # ________ Required ________ Optional ________ Points ________

169

Objective # ________ Required ________ Optional ________ Points ________

170

Objective # ________ Required ________ Optional ________ Points ________

APPENDIX A: SUPPLEMENTAL ACTIVITIES

SUPPLEMENTAL ACTIVITIES

GEOGRAPHY

1. Post a large world map on a bulletin board. Have students clip and post headlines and stories referring to specific places.
2. Keep a map of the world in your notebook. When news of a country is reported, place the name of the country in the notebook and color that country. See if the students can gather news from all countries on one continent.
3. Have the students locate cities, states, and nations that are currently in the news.
4. Using a map, have the students locate the major physical features of the earth that are in the newspapers.
5. Collect stories about tornadoes, earthquakes, floods, and blizzards and show where they occurred on a map.
6. Collect maps from the newspaper and note the different kinds of map legends.
7. Collect maps from the newspapers and have the students classify them according to population, products, politics, hemisphere, religion, etc.
8. Use newspaper articles to teach cardinal directions.
9. Have students determine the latitude and longitude of cities and nations that are in the newspaper.
10. Keep a record of the temperature in some important cities in the world. Note the latitudes and compare with other cities in the United States.
11. Use a weather map for map reading skills. Have the students identify states and cities and discuss how the weather of that area will affect the industry and economy of the area.
12. Choose a specific region to study and make a product map of that area. Have the students cut out advertisements of the products and paste them on the map.
13. Divide the class into four groups. One group will be responsible for drawing a wall-size map of the U.S. The other three groups will be responsible for following the major basketball, football, hockey and baseball teams. Have the students make a symbol

163 COMMUNITY WANTS AND NEEDS

There may be a considerable difference between what people in our community want and what they actually need. We may want to live in a mansion, for example, but we may not need any more than a small apartment. In many cases, our wants may be luxuries while our needs are necessities.

1. Examine one or more issues of your newspaper. Identify at least five items that you believe people in your community might want but really don't need. Clip pictures of the items from the paper.
2. Identify ten items from the newspaper that you believe most people need. Clip pictures of the items from the paper.

— EXTRA —

Examine other students' responses to this activity. Identify the similarities and differences in their responses to the items that they believe are wants and needs. Report your results to the rest of your class.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

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164 OLD/NEW INVENTIONS/CAREERS

New inventions and careers are constantly changing the way we live. Many products and careers that we now take for granted weren't available a few years ago.

1. By using any sections of your newspaper, identify at least five new inventions and careers that weren't available 10 years ago or were available only in limited numbers.
2. Describe in a brief article, how you believe new inventions and careers change life in your community. If possible, include in your description older inventions and careers that are not as important as they once were.

— EXTRA —

Using an issue of your newspaper from 10 years ago, identify new inventions or careers that were identified in the paper but are no longer important or as much in demand. Share your findings with your classmates.

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

165 OPPORTUNITY COSTS

Everything we buy has an opportunity cost associated with it. When we make choices we generally have to give something up. If you have $10 and want to buy a record and a shirt, both of which cost $10, you can't have both. What we give up is the opportunity cost. If you want to go to a movie and skating, but you don't have time for both, what you decide not to do is the opportunity cost.

1. Assume that you have $100 to spend. List the things you'd like to buy (use pictures from newspaper ads). Which items would you not be able to buy or you'd put off purchasing until later?
2. Since our wants are virtually unlimited, but our resources are limited, we have to make choices. Even the government has to deal with opportunity costs. Search through the newspaper and find as many examples as possible of choices that governments must make.

— EXTRA —

Examine other students' responses to this activity. What are the items they'd select to purchase if they had $100?

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

166

Objective # ________ **Required** ________ **Optional** ________ **Points** ________

for each team, and attach the symbols to the map in each team's hometown position. As the teams move around the country for competitions, students can move the team markers.

14. Provide the students with a newspaper and a time zone map. Then have them select an event which has or will occur at least 1,000 miles from their home. Ask them to determine the local time in his/her town at which the event occurred or will occur.

15. Use a newspaper map to compare a section of a city or state with an actual road map of the same section.

16. Give the students a variety of maps from the newspaper that are different in scale of miles. Then have the students rank the maps from the smallest scale to the largest. Finally, ask the students to identify any large scale maps which fall within the area represented by small scale maps.

17. To improve map skills and stimulate interest in current events, follow the route of a government official as he travels around the country or around the world. Show the route he/she takes on a map with colored yarn or a marking pencil.

18. Assign pupils to plan a vacation. Use the travel section and various ads for information regarding transportation and lodging costs, history of the area, points of interest, climate and appropriate clothing. Locate the route and destination on a map.

19. Newspapers receive news from all around the world. Studying datelines, at the beginning of a newspaper article telling where a story takes place, can be fun. Some places make headlines everyday. Other places might make it once every 50 years. In a week's time, see which of your students can find the most remote or unusual dateline. In order to qualify, they must be able to locate their dateline on a map.

20. Use travel ads from the newspaper to stimulate interest in other countries among the students. Have them locate cities and countries they would like to visit. Then have them determine travel routes, tourist sights, major cities, etc.

21. Have students take an imaginary trip around the world to a number of different countries. Then have them write newspaper articles about the places they have visited.

22. Make crossword puzzles on a region of the country or some other nation. Include facts that relate to the climate, population, products, major cities, historic spots, water industry and resources.
23. Have the students select the most important news story of the day and put it on a bulletin board. At the end of the week, month, etc., have the class vote on the most important story.
24. Have students keep a scrapbook on specific areas of the world.
25. Use pictures from the newspaper to create a collage around a theme, country, government official, etc.
26. Have students classify news articles into local, state, national or world news and mark them on a chart.
27. Locate stories about the leaders of different countries. Have the students tell where these countries are and what type of government they have.
28. Assign or have the students select topics on the environment such as: endangered species, nuclear power versus other power sources, use of primitive forest areas, and conservation of natural resources. Then have them read and collect newspaper articles on their respective topics. Have them determine possible solutions to the problems as well as alternatives.
29. Study opinion polls on current issues and have the students draw inferences on geographical factors that could be influencing people's opinions.
30. To help students understand that geography often influences political decisions, have them follow several pieces of legislation that appear in the newspaper. Have them note the way that their legislators voted on the bills and then have them determine if geography influenced the legislator's vote.
31. Use election results, charts, and maps to determine the geographic areas that favored a particular candidate. Have the students determine what kind of groups supported each candidate.
32. Obtain a newspaper from the Soviet Union, Cuba, the People's Republic of China, or Poland. Compare it with American papers. Then have the students

write articles about events in this country with nothing but praise for local, state, or national government.

33. Use role playing to dramatize news events in the study of geography.

34. Compile a list of geography terms that are found in the newspaper that would help to describe a geographic location.

35. Use news stories to teach new words related to geography, such as delta, monsoon, panhandle, harbor and terrain. Discuss the way the words are used in newspaper stories.

36. Over a period of time have the students cut out newspaper photographs of climates, topographies and natural resources. Describe the characteristics of each.

37. Have the students prepare a booklet on the physical features of a state using pictures and articles from newspapers.

38. Show students newspaper photographs of various locations and have them identify the locale at which the photograph could have been taken and have them give their reasons for their selections.

39. Have students read news stories that show how location affects the progress of a city or a nation. Point out the importance of climate, waterways and terrain especially in regard to the United States position as a world power.

40. Create a weather center in your room with just an empty bulletin board and a student-drawn map of the United States and some cardboard weather symbols similar to the ones used on television weather reports. Each day have a student give the weather report based on information reported in the daily newspaper. How does weather in various parts of the country affect our local weather?

41. An exercise to help students focus on man's relationship with the physical features of the earth might be to have them clip out newspaper stories about the physical make-up of our planet, classifying them under such headings as: water, soil, climate, topography, atmosphere and resources.

42. Have the students collect photos and stories to paste in a scrapbook. It should include information on terrain, resources, industries, urban centers, farming and weather. Develop generalized statements based on the information collected.

43. Ask students to pretend they have a pen pal in another state or country who wants to know what life is like in your city. Have the students make a notebook of newspaper clippings and pictures showing life in your city. At the end of the notebook, have students add their own comments to explain the culture of the area.
44. Show a transparency of a country that was in the news and discussed in class on a previous day. Ask the students to relate the news story and its importance.
45. Use news stories about regions and countries of the world and compare their trade, industry, customs, etc. with our own.
46. The food we eat each day has origins throughout the world. Ask your students to invent menus for breakfast, lunch and dinner, using the newspaper's grocery ads and recipes in the women's pages. Have them list each of the ingredients used in their menus and beside each, name the area or nation of its origin.
47. Use restaurant ads to stimulate interest in foreign foods. Then have the students do more research on the countries.
48. During holidays have the students look for articles that deal with foreign customs and traditions on similar holidays. Then have the students compare why the holidays originated in each country and how they are celebrated today.
49. Obtain papers from other regions of the country and have the students compare and contrast the kinds of information, opinions and attitudes that appear in them, with a local newspaper. Have the students point out differences caused by geography. (The same activity could be done with countries.)

50. Over a period of time have the students collect pictures and articles of world cultures. Then have them list those qualities that are basic to all the cultures and those qualities that are not. Have the students identify factors that affect the development of cultures; such as advertising, religion, sports, communication and travel. Then have them speculate on the future development of world cultures and whether they will become more similar or different.

51. Use the business section of the newspaper to discuss news articles on farm prices, inflation, taxes, etc. that influence the economy.

52. Have students determine the factors for the location and growth of selected cities and future growth patterns by collecting and reading photographs and articles on land development, taxes, new businesses and industries and population trends. Then have them determine the geographical factors that are helping to influence these growth patterns.

53. List job opportunities from ten papers from across the United States. Have the students determine where the best and worst jobs are located and how geography (climate, topography, etc.) could be influencing the availability of jobs.

54. Watch the newspaper for special articles related to U.S. industries; such as mining, lumber or steel. Discuss their relationship to the resources available in various parts of the United States.

HISTORY

1. To help students understand the importance the Bill of Rights has played in our past and present history, assign each one a point from the Bill of Rights. Have them research the meaning the amendment had for our forefathers. Then have them discuss the meaning of the same amendment today. Have them do some research to discover what events have changed its original meaning and how they think it could affect the future of the nation.
2. Help students to understand the part the free press has played in the history of our democracy by researching how freedom of speech and the press have influenced past events.
3. When the Declaration of Independence was written, a list of complaints were included against England. Have the students find news stories in which Americans are protesting today and have them compare this with the Declaration of Independence.
4. Assign each student a holiday which commemorates our historical heritage. Have each student write for a copy of the newspaper published on that day of commemoration. From this he can prepare a scrapbook of articles and pictures which explain and show how this holiday has been celebrated in past years.
5. Have students select news to be put into a time capsule which will be opened 100 years from now.
6. Have the students rewrite history in present day headlines.
7. Have students write a news story about a historical event they are studying, as it would appear today.
8. Have the students select an historical event and write a letter to the editor about it.
9. Collect articles and pictures on historical sites on the local, state, and national levels. Then have the students research the reasons for their importance.
10. Use newspaper clippings on current news events that are extensions of historical problems. Discuss why these items are considered news and are at the same time part of history.

11. Have students select a recurring problem and trace its development from the past up to the present. Then have them discuss the future direction they think the problem will take.

12. Ask the students to select a current issue or event of interest to them. Then ask them to collect previous articles concerning the issue or event. Post these articles on a bulletin board in the form of a causal chain.

13. Students should collect newspaper articles about events in United States history and post them on an historical calendar. Then each week have the students select the most important news event.

14. To show that history tends to repeat itself, have the student locate current events which appear to repeat events of history in terms of background and outcome. Then have the students make a table of correlations between current events and historical events. For example: immigration to the New World — displaced persons or refugees.

15. Use newspaper articles to identify an event and then trace its historical roots backwards.

16. Have students identify the major concepts that run through our nations history. Some of these concepts would be: labor versus management, civil rights and liberties versus state and social welfare preservation, radical dissent versus state and social welfare preservation, radical dissent versus social and political consensus, ruralism versus urbanism, federalism versus states rights, foreign involvement versus isolation, realism versus idealism in foreign policy, minority versus majority rights, violence versus law and order, and conservation versus development. Then have them look through newspapers to find articles relating to these concepts. After they have read these articles, have them trace its development through history and then discuss how it could change and what new directions it could take in the future.

17. Assign students to watch for articles that deal with life in earlier times, either here or in other countries. Feature stories about old homes interior decorating photographs that include antiques or reproductions of old home furnishings are possible sources. This can be followed by a field trip to a historical museum.

18. Find pictures and articles about the history of an important city. Have the students pretend that they are early settlers in the city and have them describe the changes that have taken place since they first settled there.

19. Using a newspaper and a history book, have the students compare the problems and risks of the early explorers with the explorers of space today.

20. Look for stories in current events that have historical roots, such as urban problems, farm problems or minority problems. Then have the class discuss the influence of history on current events.

21. Prove that the industrial revolution continues today by using the newspaper. Introduce this project by a report or study of the history of the industrial revolution. Include history and today's examples and problems of mass production.

22. Study newspaper articles on the positions taken by political parties on current controversial issues. Then refer to other sources to analyze whether or not the parties have altered their present day positions from earlier ones. Try to decide why the parties changed their positions on the issues.

23. During election campaigns, students can bring in clippings of speeches by candidates and articles which outline party platforms and which discuss important issues. Then compare actions by political parties with those of earlier days.

24. Compare news coverage during the Civil War, World War I, World War II, Korean involvement and the Vietnam involvement. Compare the amount and kind of coverage, the style and level of language, and the readership of the subscribers.

25. Use pictures and articles from the newspaper that reflect man's basic need to survive in the modern day world and then compare these needs with those of man during the different ages of history. Discuss the similar and different methods man has used to meet his basic needs.

26. Encourage students to watch the newspaper for significant statements made by prominent persons which might become famous quotations in the future. Place these quotations on the bulletin board and discuss the circumstances around which the statement was made.

27. Have students collect background information about people in the community from the obituaries and write biographical articles about them.

28. To help students recognize the importance of individuals in history, have them collect articles and pictures of important local and national people who have influenced present day history.

29. The early settlers were a strong group to withstand the hardships of settling a new land. List some of the characteristics they might have had. In the newspaper find people of today with similar characteristics.

30. Have the students collect pictures and articles about present day reformers and the problems they are attempting to correct. Then study the reformers of our past and have them compare their problems and tactics with those of today.

31. Find political cartoons which require an understanding of history or current events for full interpretation. Read about the history behind the cartoon and have the students write reports on early cartoonists, such as Thomas Nast.

32. Have the students use articles to compile their own history books of the current year. They should include the events and people who contributed to the past year's news and history. Have the students speculate on which people could be included in future history books.

33. Have the teacher pose a question or make a statement to the students. Then have the students answer by finding evidence in the newspaper.

34. Study the history of the newspaper by having students concentrate on America's first newspapers and the people who supported them. Or, trace the history of an important present day newspaper.

35. To show the difference between the viewpoint of a journalist and that of an historian, have the students write a news story describing an historical event as if they were journalists living at the time of the event. Then have the students write an historical account of a current event.

36. Trace the history and development of comic strips. How do they reflect the times? Conduct a student poll to determine the three most popular comics. Ask the students to poll their parents. Compare the results.

GOVERNMENT

1. To teach the constitutional basis of the United States government, have the students collect newspaper articles which reflect constitutional questions. The students should identify the Article, Section or Amendment to the Constitution to which the newspaper articles refer.
2. Have the class prepare a newspaper on the topic of the need for rules at home and school. Some students can prepare lists of rules. Other students can interview the principal, parents, teachers and other students for material for their articles.
3. Have the students find and read articles that illustrate that individualism and equality of opportunity is basic to our democratic way of living.
4. Have the students select several current events of interest which involve both public and private institutions and their specific role in the current event. Finally have them develop generalized rules concerning the respective roles of public and private institutions in our society.
5. By using the newspaper, compare and contrast this country with one that does not have a free press, regarding citizen participation in government, kind of government this country has and citizen rights.
6. Divide the class into groups according to the city, county, state and national government. Using the newspaper, have each group prepare a project which includes:
   A. an analysis of the role of that level of government
   B. people who are leaders at that level
   C. problems confronting that level
7. Have the students collect articles about the city, county, state or national government. Then have them prepare a booklet, poster, collage or bulletin board to show the activities and responsibilities of the various levels of government.
8. Have each student select a particular branch or agency of our federal government and prepare a scrapbook on its organization, purposes, personnel and activities.

9. A continuing activity concerning the branches of government can be developed using the newspaper. Each week a student should be assigned a legislative report to prepare, while another student prepares the executive report and another the judicial report.

10. Another activity to teach the branches of government is to have the students prepare a collage of a specific branch, using headlines, pictures and political cartoons to demonstrate the role of that branch of government.

11. Ask the students to select a piece of legislation pending in some unit of government and have them follow its progress as reported in the newspaper. Upon the passage or rejection of the legislation, have the students write a summary of all the stages of its trip through the legislature.

12. Ask the students to follow the President for a week by reading all of the newspaper articles that involve him; then present a panel discussion evaluating and summarizing these activities.

13. The President of the U.S. does not always communicate with his constituents directly. Have the students keep a list of the people who speak for the President.

14. The Constitution gave the Senate the power to give "advice and consent" to the President on certain appointees. Have the students watch for news about presidential appointments and the Senate consent function. Then have them discuss the reasons why some appointments are handled routinely, while others cause controversy.

15. Have the students visit a local courtroom and follow the procedure used by the court. In a report to the class have them show what law was broken and how the case was handled. Then have them research the functions of the court and include this in their reports. Later, check the newspaper to see if an article was written about the case.

16. Have the students identify and list all the examples they can of government performing a service for its citizens.

17. Study the newspaper and decide what one thing seems to stand out as the most severe problem in your city. Then write a letter to the editor expressing your concern over the problem.

18. Collect newspaper articles that illustrate the different forms of local government within their state.

19. Have the students select an objective of interest to them which requires action or approval by the local government. Then have them, as part of a regular reading of the newspaper, identify those governmental agencies involved and lay out a course for their actions in achieving their goal.

20. Search for articles telling how city funds are used. What kinds of services do citizens receive for their tax dollar? Illustrate what is spent and the proportion by a graph.

21. Have each student choose a local issue from the newspaper and then have them study all sides to it. Then, have them write a letter to the city commissioners stating their views and the reasons for their views.

22. Have the students select a current legislative action that interests them from the newspaper. Then have them project the effects on their own lives and community if the legislation in question is passed.

23. Have the students analyze a current legislative topic by reading the newspaper. Then have them answer the following questions:
   A. Which interest groups are in favor of it and which are opposed?
   B. Is it likely to achieve its stated goals?
   C. What undesirable side effects may it have?

24. Too often, in recent years, a large segment of the voters have found themselves unrepresented by either of the major political parties. Have the students learn the position of each party on current important issues. Then have each student create his own "ideas" party. Name it, and write a brief statement of principles for it.

25. Discuss with your class the dictionary definition of propaganda. Have them find newspaper articles in which propaganda is put to harmless use, as in advertisements. Ask them to find examples of what they consider harmful propaganda.

26. Have the students use the newspaper to identify the nine types of propaganda: bandwagon, testimonial, plain folks, snob appeal, name calling, glittering generalities, transfer, slanted words or phrases and cardstacking. Then have the students look through the newspaper to find examples. Have them rate each example on a scale of 1 - 5, with 1 indicating the least amount of propaganda and 5 the most.

27. Have the students use a bar graph for several weeks to see which propaganda technique is the most popular among advertisers.

28. Have the students make collages illustrating each of the nine types of propaganda from material found in newspapers.

29. Using the types of propaganda, design an ad campaign for a particular candidate and discuss how effective those techniques would be in getting the person elected.

30. During a local, state, or national election, have each student put himself in the place of one of the candidates to write and deliver an issues speech. Tell the students to try to anticipate the positions of their candidate's opponents so they can counter them.

31. Use a local election to teach students about local government. Have the students research the jobs of various officials, then examine the platform each candidate proposes. Hold a mock election, and ask students to support their choice for the office. Compare the results of the class election to those of the community election.

32. During a national election, have the students watch their newspaper for the names and platforms of every political party taking part. Tell them to learn from their newspaper reading how these parties qualify to have candidates on the ballot in your state.

33. Have the students identify any action taken by the U.S. government which will affect the citizens of other nations. Then ask them to explain how one or more of these actions will affect foreign nations.
34. Have the students collect news articles about specific countries. After studying the articles they should write a description of the form of government practiced in that country.
35. Using an outline map of the world, have the class identify each country and indicate the kind of government it has. Also, have students identify the leaders of each country by finding pictures in the newspaper.
36. Ask the students to clip out articles from newspapers that illustrate different forms of government such as democracy, monarchy, and dictatorship. Have a committee of students study the articles under each category and prepare a report on the kind of government it provides.
37. By using a newspaper, have the students identify articles which describe efforts by the United States government to reach a foreign affairs objective. Then have them identify the objective and the means used by the government (disinterested or third party arbitration, appeal to the U.N., force or threat of force, logical or humanitarian pleading, gifts, aid, etc.) and explain how these means are being used to gain the objective.
38. Have the students keep a scrapbook about the activities of a leader who interests them.
39. Have your younger students choose a "Good Citizen of the Week" from their newspaper reading. Keep a list on the bulletin board displaying the acts of good citizenship which you honored each week.
40. After the students have used the newspaper to identify present leaders, ask them to research the individuals or the offices they hold.
41. Using newspaper articles, cartoons, editorials, etc., have each student prepare a written report on a person whom they consider to be a leader.

42. Important people in today's news may be the historical figures of the future. Have each student use newspaper articles on the activities of a prominent news figure to write an interview article. Use factual data from the article to formulate questions and answers.

43. Play a game called "Who am I?" Using information about individuals in the newspaper, ask the students to develop clues about a leader. Let the rest of the class guess who the leader is.

44. Have the students choose a leader and then become that person. Allow the "leader" to hold a news conference, answering questions posed by other students.

45. Have the students read the newspaper and identify people they consider to be leaders. Use this as a stimulus for a discussion of types of leaders and the qualities of leadership.

46. Use the editorial cartoons and have the students write their own captions for them.

47. Editorial cartoons are issue-oriented capsules of opinion. Ask your students to choose cartoons on issues that interest them. Then have them read the newspaper for background materials on the subjects and write editorials giving their own opinions.

48. A weekly assignment might be to have students draw political cartoons about the major news events or issues that made headlines during the week. Display the cartoons for the class to read and discuss. When a particularly good cartoon is submitted, you might forward it to your newspaper.

ECONOMICS

1. Have the students use the newspaper to read and classify articles according to whether they are concerned with labor, land, capital or management.
2. Have the students differentiate between labor, management, capital and consumers by locating articles which describe actions taken by each group. Then have them discuss the relationships between each one of these groups.
3. By using the newspaper have the students identify several reported acts or advertisements which are examples of production, consumption, saving or capital investment.
4. Have the students select one article of interest related to labor, land, capital or management. Then have the students provide details of the factors not mentioned in the article. For example, if the article is about a machine, the students should explain the resources and type and quantity of labor required to make use of the machine.
5. Have the students identify all references to capital that they can find in the newspaper. (New building or machinery construction or installation; announcements of new stock issues, etc.) Then have them answer the following questions: For what sort of purchases are these capital expenditures made? How do such expenditures benefit the company? The investors? The workers? The consumers? How does an equity investment (Stock) differ from a loan? What are the various sources of capital available to companies?
6. Discuss and define inflation. Find related articles to read and discuss. Have the students draw pictures or comic strips to illustrate the meaning of inflation. Define other economic terms such as: depression, consumer products.
7. Have the students select a newspaper article concerning a part of the world experiencing economic difficulty. Then have them determine if this difficulty is the result of a shortage of some necessary resource.

8. Have the students identify and explain several examples of current events which are the result of an imbalance between supply and demand of an economic good.
9. Provide the students with a variety of news articles which describe how floods, frost and/or droughts are affecting crop production. On the basis of the articles, ask them to predict how these "acts of God" will affect the price of commodities as well as the price of the goods produced from these commodities.
10. Provide the students with a newspaper and have them locate an article concerning the quantity of a resource that is presently available for use or the quantity of a certain product presently being manufactured. Then have them state why the supply of the good is limited and how it might be expanded, if it can be.
11. Have the students select one economic activity in their area and then read the newspaper to determine the following: Was the availability of specific resources related to the location of the activity in the area? What is the current situation with regard to the activity? Does this situation reflect a shortage or good supply of any specific resource?
12. Have the students collect all the news articles for one month which are related to one goods which is in short supply, such as crude oil. Then have them graph and compare the cost of the goods and the cost of other products made from the goods.
13. Have the students analyze news articles and then develop two lists: one of supply and demand factors which affect the price of the goods; the other list identifying non-supply and demand factors which affect the price.
14. Have the students locate one product advertised in the newspaper which is locally manufactured from local raw materials and distributed only locally.

15. Discuss and list some of the natural resources found in our community. Search for articles about our natural resources. Discuss the ways in which these resources affect the people in the community. Make a chart or diorama demonstrating the importance of natural resources.

16. Assign each student a particular state. Have them find newspaper articles and pictures that illustrate what is manufactured or produced by that state. Use the same procedure for other countries throughout the world.

17. Have the students look for stories about new industry coming to town. From the article determine why the area was chosen. Discuss local resources which would be attractive to industry.

18. Have the students select a specific resource which may be in a limited supply and locate newspaper articles which illustrate methods by which this resource is distributed among those desiring it as well as methods by which the consumption of this resource is discouraged. Then have the students "follow up" by suggesting additional alternative resources as well as additional methods of controlling distribution.

19. Have the students select a commodity of interest to them from the newspaper. Then have them list as many uses for that commodity as they can.

20. Have the students select an article, such as a simple garment or piece of furniture. Then have them determine the following from newspaper ads: the price for such an article if bought at a store; the cost of raw materials for such an article if the raw materials were bought at a store.

21. Ask the students to select one non-renewable resource and find as much information concerning it as possible in the newspaper. Then have them answer the following: If the resource in question is non-renewable, what implications does this have for our future? What other resources might be substituted for the resource in question?

22. Have the students select several products of interest from the newspaper. Then, through further research, have the students determine: the sources of the raw materials required for the product; the location of the manufacturing facility in which the product is made; the extent of the product's distribution.

23. Have the students identify articles on one commodity and one manufactured product exported by the United States and one commodity and one manufactured product imported by the United States. Then have them analyze each transaction in the following manner: Is the commodity equally available in both countries? Why or why not? Can the manufactured goods be made by both countries? If not, why not? If so, why is the product imported by one country even though it is capable of manufacturing the product.

24. Have the students read articles on the impact of drastic fashion change on the garment industry as an example of competition in a free market.

25. Have the students collect news stories about the sales and trades of professional sports players. The salaries they receive can be used to illustrate the incentive and reward system of capitalism.

26. Compare the economy of today and that of the area fifty years ago, for the cost of living in the past. Use newspaper advertisements for costs today, and use library reference materials as a resource for past cost of living.

27. Have students collect articles and pictures showing the economic problems of underdeveloped areas of the world.

28. Have the students graph the changes in the exchange rates of foreign currencies as they are reported in the newspaper.

29. Compare characteristics of capitalist and communist economics through a study of several newspapers from around the world and reference materials.

30. Provide the students with a newspaper and ask them to select an ad for a product they would like to own. Then have them pretend that each possesses one each of every item advertised on a given page of the newspaper. Have them identify a combination of the products they are pretending to own whose combined list price equals the list price of the desired product. Then have them answer the following questions: Do you feel that a swap would be fair? Would the other party feel it is fair? How would the use of an easily converted and divided measure of value (money) simplify the transaction?

31. Have students collect all articles concerning such organizations as the Federal Trade Commission, Stock Market, Farm Bureau, Organized Labor, Interstate Commerce Commission, etc.

32. Search for articles dealing with regulations the federal government makes to keep the quality of products produced high. Summarize and give your opinion of the government participation in this area.

33. Some pending Congressional bills may affect the economy of a specific region of the country. Collect articles on legislation and how it will affect a specific area.

34. Provide the students with a newspaper and have them identify one or more articles concerning government action in the economic area (e.g., anti-trust actions; sale of government stockpiles; purchases of goods or services; transfer payments; changes in tax rates; etc.). Then have them analyze the action to determine the reasons for the action, the probable results of the action, and their opinion of the desirability of the action.

35. Make a collection of local, state and federal agencies that are concerned with consumer protection. Write to these agencies for brochures and information as to their functions.

36. Have the students collect newspaper examples of people being fleeced in various schemes (like the pigeon drop, fly-by-night roofing and termite companies, and others) and indicate which agencies are available to protect citizens from these schemes.

37. Clip and file all articles dealing with taxes of any kind. (Sales, income, property, alcoholic, tobacco, gasoline, etc.)

38. Collect pictures and news stories showing the many ways taxes are collected such as inheritance, sales, gasoline and property tax.

39. Look for articles on income tax, graphs, charts and illustrated tax figures. Secure tax forms. Study deductions for a typical family of four with a specific salary.

40. After a discussion of where the money comes from to operate a community, have students look for articles on how the money will be supplied to each agency and where it will come from. Discuss what happens when a community reaches its capacity in taxing and there is no more money available.

41. How does crime affect the economy? Have the students collect articles on how shoplifting causes retail prices to climb and how crime on the streets means more police which requires additional money through taxes.

42. Have the students identify and read newspaper articles that will affect them financially. Then have them discuss the specific effects it will have on their families.

43. Have the students identify the front page current events that can be considered "economic" events.

44. Make posters or bulletin boards that reflect consumer problems by collecting articles and pictures that deal with food, automobiles or other products recalled for malfunction or contamination; drugs that have been declared dangerous or useless by governmental agencies; and drug or product tests being conducted on animals prior to introduction to human beings.

45. Make a list of foods that the family relies upon a regular basis. Then, over a period of weeks, chart the current price of those items. Comparisons on price can be made between different food chain stores.

46. Have students read through grocery ads for the different designations or sizes of certain products.

47. Have the students collect examples from the newspaper of threats to our environment, conflicts over industrialization versus conservation of natural resources, and destruction of ecological balance. Then have them identify the arguments of each side and draw conclusions about the costs involved.

48. Using the want ads, find out the average cost of a rental house in the community.

49. Have students search for stories about local industries. Direct them to relate the story to their own lives. In what way does that industry relate to them personally?

50. Secure an out of town newspaper. Have students compare the cost of living with another community. Information could be charted. If possible secure an old newspaper and compare cost of living.

51. Budgets are prepared during the summer but come up for review in the fall. Have students look for articles about the different costs involved in maintaining a community. They could compare the cost of maintaining education, police, fire protection and health services.

52. Using the weather map, discuss the importance of climate and its effect on the community's economy. Discuss and make posters showing how it affects other areas such as Florida or Arizona.

53. Provide the students with the Help Wanted section or the business page of the local newspaper. Then have them select from it the names of companies with which they are familiar. Ask the students to describe the main products of several of these companies. Ask them to determine if the company's products are finished ones sold to the final consumer or if they are components sold to another company for finishing or assembly.

54. Initiate a discussion of stocks and bonds. Demonstrate how to read the stock page. Explain about the symbols and abbreviations. As a follow-up form a stock club. Have students watch and chart fluctuations.

55. Have the students keep a record of quotations found on the stock market page on several listings of their own choice.

56. Chart the growth or decline of the stocks each day over a period of time.

57. Study the articles written by the financial editor. Mount the column on poster or in a notebook. Circle the facts and label. Circle the opinions and label. Use different colors to circle facts and opinions.

58. Have the class read the front page of the newspaper and predict the direction the market will take the next day as a result of events around the world. Check each day's prediction against the next day's market reports.

59. Have the students examine ads offering credit. State their appeals and terms. Discuss the advantages and disadvantages of installment buying.

60. From a study of credit and credit buying, it is found that the price quoted and the one actually paid are not always the same. Using the classified ads, find an ad for a car or house that gives you enough information to figure the full amount.

61. Using the claims "only thirty months to pay," "no payments for three months," and other credit offers, research the actual costs plus interest involved. Make a study of credit and credit cards and what the consumer actually is paying for.

62. Provide the student with a newspaper and ask them to select a product of interest. Then ask them how they might pay for this product (cash, check, credit card). Then ask them if these all operate in a similar manner and on what is their acceptability to the lender based?

63. Find the index for the classified section. Circle all the index numbers showing the various kinds of merchandise for sale.

64. The market today is centered on the consumer rather than the product. Advertising is designed to appeal to the consumer rather than to explain the product. Find newspaper ads that demonstrate this idea.

65. After carefully reading newspaper ads, go on a shopping trip (imaginary). Determine specific things to buy: a bike, clothing, food. Set up a budget and stick to it.

66. Provide the students with about ten advertisements taken from the newspaper (some advertising necessities, some luxuries). Ask the students to rate the products in order of necessity. Compare the different ratings by different students.

67. Have the students select ten advertisements of interest to them which announce "special sales". Then have them divide these ads into the following classes: overstocked items — both on a one store level and on a national scale (i.e., potatoes right after an exceptionally large potato harvest); goods going out of style; out of season goods (swimming suits in late summer/fall, skis in spring); other. Then have the students give possible explanations for ads in the "other" classification (i.e., sales come-on, false advertising, etc.). Have the students discuss why the vendors are willing to cut the prices for the items in each category.

68. Have the students cut out newspaper ads that are product-oriented as well as service-oriented. Then have them circle all information in the ads that attempts to pursuade the consumer in any way. Then have them re-design the ad; but this time, have them include only that information that actually tells what the service consists of or what the product does, without any attempt to persuade.

69. Have the students compare articles concerning a current or recent strike from a liberal daily newspaper with those from a conservative newspaper. Then form a panel discussion with several students taking the businessman's point of view and others taking the labor view. Ask each group to state its reasons for being in favor of or opposed to a strike.

70. Have the students compile a list of examples of the disadvantages of labor union membership (possible restrictions in job assignment and promotion due to seniority; union dues expenses; quasi-coercive collection of political contributions, etc.) that they can find in the newspaper.

71. Have the students compile a list of examples of the benefits offered by various labor unions to their members (i.e., scholarships, pensions, political influence, improved working conditions, etc.).

72. Using the newspaper as a source of information, ask the students to present a skit portraying the negotiations between and actions taken by the working man and his employer in a recent strike.

73. Have the students gather information about automation from current newspapers and magazines. Then have them make a bulletin board display showing ways in which human workers are replaced by machines.

74. Have the students gather information to determine if one group of workers is in more danger of replacement because of automation than another.

75. Have the students locate news articles dealing with unemployment in different industries in different parts of the country. Then have them list the effects this unemployment has on the jobless worker; his community; the country; and the company. Have them identify any common causes for unemployment at the various locations described in the articles.

76. Have the students review the Help Wanted ads and identify the jobs most frequently offered.

77. Select a job you would want from the classified ads and tell how you would apply for it, why you would like it, what training and education would be necessary.

78. Clip stories about individual salaries and amount of education attained. Check the classified ads for the salary offered in comparison with degree of education required. Draw conclusions and present to class.

79. Write an ad for the work wanted column for a job you might want as an adult.

80. Have the students select an industry of interest to them. Then have them look at the Help Wanted section of the newspaper and have them identify as many specialized jobs and functions in that industry as they can.

81. Have the students write a set of about fifteen Help Wanted ads for routine home and classroom chores. Then have them rate the jobs in the following terms: most common type of job; most necessary type of job; most desirable job. Then have the students determine the correlation between necessity of jobs and desirability of jobs.

82. Have the students decide on a business they would like to start. Then have them prepare the following:

A. A list of capital items (real estate, machinery, etc.) required and their cost.

B. A list of operating expenses (including energy; labor — at minimum wage or at wages currently paid for specific skills; raw materials; salaries; taxes; promotion; etc.) for one year.

C. An estimate of income to be derived from the operation. To develop the above documents, the students should determine costs and availability of required production factors from the local newspaper. Ads should also provide the availability and market price of products similar to the students, as well as, an idea of demand for such products. Have the students determine their projected profit after one year. Then have them compare this with the profit reported by a real company in a similar line of business.

APPENDIX B: ASSESSMENT POSSIBILITIES

ASSESSMENT POSSIBILITIES

TO THE TEACHER

The placement of students and the pre- and post-assessment of student performance concerning the materials and activities presented in this program are vital to its success. However, given the complexity and variety of specific objectives and overall purposes of the program, such assessment is perhaps best left to the individual teacher. For this reason, the following assessment materials are presented as a suggested format for a teacher-made test to aid the classroom teacher in the appropriate use of the materials and activities included. As such, the assessment can be written or verbal depending upon the individual preferences of the teacher.

The assessment suggestions presented below are divided into three parts corresponding to the three major sections of the program. They are:

1. THE GENERAL SCENE
2. THE SOCIAL/POLITICAL SCENE
3. THE ECONOMIC SCENE

Each of these sections will contain 1) a community information awareness inventory, 2) an attitude survey concerning the community, and 3) an attitude survey concerning the newspaper. In addition, a ***Student Reading Inventory***, developed for the Topeka Daily Capital, has been included at the end of the assessment.

It is important to remember that the assessment materials are presented only to suggest to the teacher a possible format for the placement of students in the appropriate activities and the evaluation of those activities.

The following areas are included in the assessment questions and statements:

1. an "awareness" of the quality of community life styles
2. an "awareness" of the personal values held by the community
3. a knowledge about the local newspaper and its usefulness as an information source for the community
4. problem-solving and decision-making skills
5. newspaper reading skills

6. the newspaper as a research tool
7. a knowledge of local, state, and Federal issues of interest to the community
8. a knowledge of the major economic factors in the community (including the major sources of income, major sources of employment, job opportunities, and the general problems and assets of the local economy).
9. a knowledge of the major political factors in the community
10. a knowledge of significant historical events in the community
11. student attitudes concerning the value of the local newspaper to American Democracy and life styles.

THE GENERAL SCENE

Community Information Awarness Inventory

Knowledge of Community News, Issues, and Problems: The following questions are based on the objectives listed below and are intended to assess a knowledge of community news, issues and problems. Key words used in these objectives include ***summarize, analyze*** and ***evaluate.***

Related Objectives: Analyze Community Issues/Problems (2), Summarize Community News (8), Predict the Consequences of New Events (9), Analyze Community Issues (12), Describe One or More Community Issues (14), Identify Items of Interest and Disinterest (18), Analyze the National Significance of Local News (20), Summarize Community News (22), Predict Future Community News (33), Identify Common Problems to All Communities (35), Evaluate the Importance of News Events (36), Determine Major Community News Stories (42), Evaluate the Historical Significance of Community News (52), Recognize Community News Events (57), Describe Community Events (58), Analyze an Issue of Community Concern (65), Analyze a Potential Community Problem (66), Evaluate the Significance of National News (74), Analyze Positive and Negative Community Features (81), Analyze Indications of Community Optimism and Pessimism (82).

Questions:

1. List the major problems or issues currently facing your *total* community.
2. List current news items of particular interest to your community.
3. Give examples of national or international news that is of particular interest to your community.
4. Give examples of news that *may* become important to your community in the future.
5. List examples of historical events that have proven significant to people in your community.
6. Make predictions concerning potential problem areas in your community.
7. List examples of positive features in your community.
8. List examples of negative features in your community.
9. What is the single most important problem facing your community today.
10. What is the single most important asset in your communities' future?
11. List examples of events occurring in your community that would be of interest only to citizens in your community.
12. Having identified your communities' major problem, propose a solution to that problem.

Knowledge of Community Names, Places, and Events: The following questions are based on the objectives listed below and are intended to assess a knowledge of community names, places, and events. Key words used in these objectives include ***identify*** and ***select.***

Related Objectives: Identify Community Names, Places, and Events (3), Identify Community Similarities and Differences (13), Identify the Location of Community News (16), Judge Individual Contributions to Community Life (19), Define Community Names, Terms, Places and Events (21), Identify Specific Information About the Community (24), Identify Various Community Organizations (27), Identify Events of Interest in Other Communities (43), Identify Community Services, Attractions, and Opportunities (44), Identify Features of Community Interest (45), Identify Examples of Community Helpers (48), Identify News of Interest in Neighboring Communities (49), Select the Most Significant Community People, Places and Events (50), Identify Upcoming Community Events (54), Identify Statistical Information About the Community (59), Identify Who's Who in the Community (60), Identify Factual Information About the Community (62), Identify Information About the Community (68), Identify Problems Unique to Other Communities (76), Demonstrate Expertise in One Aspect of the Community (46), Describe an Important Historical Event (79), Document Evidence of Selected Aspects of Community Life (73) Describe a Community Crusader (71).

Questions:

1. Name the major places of historical interest in your community.
2. List special annual events held in your community.
3. List the major city officials in your community including judges, mayor, city council, police chief, fire chief, etc.
4. List specific physical examples of how your community is different than surrounding communities.
5. List specific locations in your community where recent news of local importance has occurred.
6. List the major individuals in your community whose contributions to community life have greatly improved the quality of life.
7. List the major community organizations that provide important social services that benefit your community.
8. Specify opportunities in your community that would not be available to citizens in surrounding communities.
9. List the major upcoming events of interest to people in your community.
10. What is the current population of your community?
11. What is the physical area (in square miles) of your community?
12. What is the current population trend for your community?
13. On what date did your city become a chartered city?
14. List former residents in your community whose lives have improved the quality of life in your community.
15. List any special names or terms that are unique to

your community and cannot be found in other communities.

16. How much population has your community gained or lost in the past decade?
17. List any historical locations in your community that could be state or national landmarks.

Knowledge of Community Planning and Trends: The following questions are based on the objectives listed below and are intended to assess a knowledge of community planning and trends. Key words used in these objectives include ***propose***, ***detect*** and ***identify***.

Related Objectives: Propose Solutions to Community Problems (39), Illustrate Themes in Community News (61), Identify Needed Community Betterment Projects (78), Detect Trends in Community Life (83).

Questions:

1. List the major problem facing your community and then propose a possible solution to that problem.
2. What are the major problems that will face your community in the next decade and what do you suggest to help solve or prevent those problems?
3. What have been the major news themes in your community over the past year?
4. List the major state, national, or internatinal news items that most affected life in your community over the past year and describe what the effect has been.
5. List the major betterment projects needed for improvements in your community over the next decade.
6. List the major trends in your community that might have a negative effect on the lifestyles of local citizens during the next decade.
7. List headlines that you believe accurately describe the social values of your community over the past two decades.
8. List headlines that you would like to see reflected in the social values of your community over the next decade.
9. Make generalizations about your community and then defend each generalization with facts about your community.
10. Make a positive or negative statement about your community and then list at least three facts about the community to support your statement.

Community Attitude Survey

Attitudes About the Community: The following statements are based on the objectives listed below and are intended to determine the students' attitudes concerning their community. Each statement is followed by a *Likert* scale from one to five. One indicates strongly agree, two indicates agree, three indicates no opinion, four indicates disagree, and five indicates strongly disagree. Key words used in these objectives include ***analyze, predict, illustrate*** and ***describe.***

Related Objectives: Predict the Consequences of News Events (9), Determine the Significance of Local History (10); Analyze Past Community Events and Characteristics (26), Describe Personal Feelings About the Community (30), Express an Opinion on Community Issues (37), Analyze Changes in Community Qualities (38), Determine Personal Views About the Community (55), Identify Positive Community Characteristics (56), Identify General Impressions of Community Life (64), Distinguish Positive Community Characteristics (69), Differentiate Between Good and Bad Community News (72), Determine Undesirable Aspects of the Community (77).

Statements: Each of the following statements is followed by a scale from one to five. Circle the number which best reflects your opinion (attitude) about the statement.

	strongly agree	agree	no opinion	disagree	strongly disagree
1. News events occurring in this community have little or no consequence to news events occurring outside our community.	1	2	3	4	5
2. The history of our community has no significance to those outside our community.	1	2	3	4	5
3. Most of the images I have of my community are positive and indicate a bright future.	1	2	3	4	5
4. My personal feelings about this community are positive.	1	2	3	4	5
5. When I hear about community issues or problems, I rarely have an opinion one way or the other concerning its resolution.	1	2	3	4	5
6. The overall changes occurring in our community over the past decade have been positive and for the betterment of the community.	1	2	3	4	5
7. Most of the news about our community that is printed in the newspaper is good news.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
8. Our community has few undesirable characteristics.	1	2	3	4	5
9. Our community provides adequate physical recreational facilities for its citizens.	1	2	3	4	5
10. There are plenty of entertainment possibilities for youth in our community.	1	2	3	4	5
11. Our community provides adequate facilities for music, art, and dance for its citizens.	1	2	3	4	5
12. Our community has an attractive physical setting and is well maintained by city maintenance employees.	1	2	3	4	5
13. Our community provides adequate library facilities for its citizens.	1	2	3	4	5
14. Our city provides summer and winter recreational events for its citizens.	1	2	3	4	5
15. This community has adequate police protection for its citizens.	1	2	3	4	5
16. I believe the adults in our community are genuinely concerned about the future of the city's youth.	1	2	3	4	5
17. This community has adequate alternatives for teenage dating including dining, movies, dances, etc.	1	2	3	4	5
18. There are a variety of places for teenagers to enjoy themselves in our community.	1	2	3	4	5

Newspaper Attitude Survey

Attitudes About the Newspaper: The following statements are based on the objectives listed below and are intended to determine the students' attitudes concerning their newspaper. Each statement is followed by a *Likert* scale from one to five. One indicates strongly agree, two indicates agree, three indicates no opinion, four indicates disagree, and five indicates strongly disagree. Key words used in these objectives include ***analyze, evaluate,*** and ***identify.***

Related Objectives: Analyze the Importance of the Local Newspaper (4), Analyze the Newspaper as a Cultural Record (6), Analyze the National Significance of Local News (20), Evaluate the Local Newspaper (28), Evaluate the Importance of News Events (36), Identify Events of Interest in Other Communities (43), Identify Information for Inclusion in the Newspaper (51), Classify Community Headlines (53), Identify Upcoming Community Events (54), Identify Who's Who in the Community (60), Identify Factual Information About the Community (62), Identify General Impressions of Community Life (64), Determine Undesirable Aspects of the Community (77), Describe an Important Historical Event (79), Detect Trends in Community Life (83).

Statements: Each of the following statements is followed by a scale from one to five. Circle the number which best reflects your opinion (attitude) about the statement.

	strongly agree	agree	no opinion	disagree	strongly disagree
1. Our newspaper carries national news of local interest.	1	2	3	4	5
2. Our newspaper does a good job in reflecting news of our community.	1	2	3	4	5
3. The news in our newspaper is of value to all citizens in our community.	1	2	3	4	5
4. Our newspaper has information about community services, attractions and opportunities.	1	2	3	4	5
5. I believe the information included in our newspaper accurately reflects events in our community.	1	2	3	4	5
6. The headlines in our newspaper give an accurate reflection of the news stories that follow.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
7. Our newspaper offers information about upcoming community events.	1	2	3	4	5
8. The Editorial section of our community newspaper reflects real concerns about the issues facing the community at large.	1	2	3	4	5
9. Our newspaper gives adequate information about people important to our community.	1	2	3	4	5
10. Our newspaper carries historical information about the community.	1	2	3	4	5
11. Our newspaper gives an accurate impression of our community.	1	2	3	4	5
12. Our newspaper reflects undesirable as well as desirable aspects about our community.	1	2	3	4	5
13. Our newspaper openly discusses the need for improvements for our community.	1	2	3	4	5
14. By reading our newspaper, the reader is able to detect general trends about the community.	1	2	3	4	5

Student Reading Inventory

1. Does your family take a newspaper?

Yes ______ No______

If yes, which papers?

____

____

____

2. How often do you read the newspaper?

______ all the time

______ frequently

______ occasionally

______ rarely

______ never

3. How much time do you spend reading the newspaper?

______ 15 minutes or less

______ about 30 minutes

______ about 45 minutes

______ about an hour

4. Check (   ) those sections of the paper that you normally read?

______ classified ads

______ Dear ______ (advice columns)

______ horoscopes

______ comic strips

______ editorials-columns

______ financial-markets

______ national/ world news stories

______ movie listings

______ family living

______ sports

______ television log

______ public notices

______ crossword puzzle

______ weather summary

______ state news

______ obituaries

______ advertisements

______ local news stories

______ feature stories

______ other

THE SOCIAL/POLITICAL SCENE

Community Information Awareness Inventory

Knowledge of Community Social/Political News, Issues, and Events: The following questions are based on the objectives listed below and are intended to assess a knowledge of the community's social/political news, issues, and events. Key words used in these objectives include *identify*, and *determine*.

Related Objectives: Identify Community Social Services (92), Determine the Incidence of Community Crime (93), Identify Examples of Equal Employment Opportunities (97), Identify Characteristics of the Local Community (99), Identify Contributions to Community Life (102), Identify the Racial and Ethnic Composition of the Community (103), Identify the Importance of Sports to Community Life (106), Identify Values in Newspaper Advertisements (112), Describe Issues of Concern to Community Life (114), Identify Community Hobby and Recreational Interests (115), Identify Examples of Community Culture (116), Identify Examples of Government Regulation (119), Describe Communuty Poitical Views (120), Identify Government Services (122), Identify Examples of Issues Related to the U. S. Constitution (123).

Questions:

1. List the major social services available to citizens in your community.
2. List evidence of increased (or decreased) crime in your community.
3. Give examples of equal opportunity employment in your community.
4. What is the racial and ethnic composition of the population of your community?
5. List the various sports opportunities available to citizens in your community.
6. List the various recreational and hobby possibilities available to citizens in your community.
7. List examples of government regulations (state or national) evident in your community.

8. List the various services (social) provided by the government (state or Federal) in your community.
9. Give examples of the cultural events held in your community.
10. List the current political trends in your community.
11. List the major political figures in your community.
12. List specific examples of contributions by individuals in your community to its political and social life.
13. List examples of music, visual art, and dance events held in your community.
14. List the major political issues facing your community today.
15. Describe the "type" of city government your community uses.
16. Name locations in your community where important political events have occurred.
17. Name locations in your community where important social events have occurred.

Community Attitude Survey

Attitudes About the Community: The following statements are based on the objectives listed below and are intended to determine the students' attitude concerning his/her community and its social and political life. Key words used in these objectives include ***analyze, classify, identify,*** and ***resolve.***

Related Objectives: Analyze Characteristics of the Community (91), Classify Entertainment Values (94), Identify the Bad Habits of Community Citizens (96), Analyze Newspaper Information of Interest to Senior Citizens (98), Analyze Community Culture Through Artifacts (100), Resolve an Incidence of Community Conflict (101), Illustrate a Particular Point of View About a Social Issue (104), Analyze the Newspaper's Coverage of Teenage News (105), Determine Community TV Entertainment Values (107), Describe Community Social Values (108), Differentiate Values Held by Different Age Groups (109), Analyze the Extent of Religious Activity (110), Analyze Community Entertainment Values (111), Analyze Changes in Community Life (113), Determine Illustrations of Community Life (117), Analyze the Importance of the Editorial Pages (118), Analyze Various Political Issues (121), Illustrate Political Viewpoints (124).

	strongly agree	agree	no opinion	disagree	strongly disagree
1. I would classify the general social characteristics of my community as positive.	1	2	3	4	5
2. Our community reflects a wide variety of entertainment values.	1	2	3	4	5
3. Our community reflects a wide variety of entertainment possibilities for all age groups.	1	2	3	4	5
4. Our community is politically active and informed.	1	2	3	4	5
5. Our community is relatively free of acts of bad citizenship.	1	2	3	4	5
6. I believe most citizens in our community are politically informed.	1	2	3	4	5
7. I believe most citizens in our community are politically active.	1	2	3	4	5
8. The senior citizens in our community take an active part in community political/social events.	1	2	3	4	5
9. Usually our community is able to successfully resolve community political conflicts.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
10. Citizens in our community feel free to express their views about political and social issues.	1	2	3	4	5
11. Teenagers in our community are politically informed and politically active.	1	2	3	4	5
12. Our community is typical of most communities with reference to their TV entertainment values.	1	2	3	4	5
13. Communication between the various age groups in our community is both open and productive.	1	2	3	4	5
14. Older people in our community listen to younger people about political and social issues.	1	2	3	4	5
15. Freedom of religion is respected in our community.	1	2	3	4	5
16. Socially, our community has kept pace with the rest of the nation.	1	2	3	4	5
17. Politically, our community is as active as most communities in the U.S.	1	2	3	4	5

Newspaper Attitude Survey

Attitude About the Newspaper and the Community Political/Social Scene: The following statements are based on the objectives listed below and are intended to assess the students' attitudes concerning the newspaper as a source of information about their community. Key words used in these objectives include *analyze* and *identify*.

Related Objectives: Analyze Characteristics of the Community (91), Identify Community Social Services (92), Determine the Incidence of Community Crime (93), Classify Entertainment Values (94), Analyze Newspaper Information of Interest to Senior Citizens (98), Identify Characteristics of the Local Community (99), Resolve an Incidence of Community Conflict (101), Illustrate a Particular Point of View About a Social Issue (104), Analyze the Newspaper's Coverage of Teenage News (105), Identify the Importance of Sports to Community Life (106), Determine Community TV Entertainment Values (107), Identify Values in Newspaper Advertisements (112), Identify Community Hobby and Recreational Interests (115), Identify Examples of Government Regulation (119), Describe Community Political Views (120), Analyze Various Political Issues (121).

Statements: The following statements are followed by a scale from 1-5. Circle the number which best reflects your opinion (attitude) about the statement. One indicates strongly agree and five indicates strongly disagree.

	strongly agree	agree	no opinion	disagree	strongly disagree
1. By reading the newspaper, the reader is able to determine the predominant political/social characteristics of our community.	1	2	3	4	5
2. Our newspaper carries information about a variety of social services available to citizens.	1	2	3	4	5
3. Our newspaper accurately reflects the incidence of crime in our community.	1	2	3	4	5
4. Our newspaper places too much emphasis on teenage crime.	1	2	3	4	5
5. The newspaper accurately covers and reflects our community entertainment values.	1	2	3	4	5
6. The newspaper is careful to carry social and political news of interest to senior citizens.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
7. The newspaper is careful to carry social and political news of interest to teenagers.	1	2	3	4	5
8. By reading our newspaper, the reader is able to get an accurate sense of political trends in our community.	1	2	3	4	5
9. Our newspaper proposes solutions to community political and social problems through its editorial columns.	1	2	3	4	5
10. Our newspaper reports both sides of each political and social issues.	1	2	3	4	5
11. Our newspaper accurately reports national, international, state, and local political and social issues.	1	2	3	4	5
12. The newspaper reports news of specific interest to minority groups in our community.	1	2	3	4	5
13. The cartoons (political) in our newspaper reflect the general feeling of the entire community.	1	2	3	4	5
14. Teenage news (political and social) is given adequate attention in the newspaper.	1	2	3	4	5
15. Our newspaper accurately reports sporting events, even when the home team loses.	1	2	3	4	5
16. Our newspaper offers information to help its readers assess their values concerning TV programming.	1	2	3	4	5
17. The advertisements in our newspaper reflect a wide-range of political and social values and are aimed at the total population of our community.	1	2	3	4	5
18. Community hobby and recreational opportunities are well documented in our newspaper.	1	2	3	4	5
19. Our newspaper proves informative concerning government regulations (laws) that are of concern to our citizens.	1	2	3	4	5
20. Our newspaper does not attempt to influence political beliefs in its factual reporting.	1	2	3	4	5
21. Our newspaper carries information about the actions of important political figures in our community.	1	2	3	4	5

THE ECONOMIC SCENE

Community Information Awareness Inventory

Knowledge of the Economy of the Community: The following questions are based on the objectives listed below and are intended to assess a knowledge of the students' awareness of the economy of the local community. Key words used in these objectives include *identify, determine, list,* and *recognize.*

Related Objectives: Identify the Prices and Availability of Housing (131), Distinguish Levels of Competition Between Businesses (132), Recognize Examples of Scarcity (133), Identify Available Services in the Community (134), Determine the Types and Availability of Restaurants (135), List the Businesses That Have Failed (137), Identify Different Forms of Community Transportation (138), Determine the Availability of Jobs in Your Community (140), Determine the Degree of Specialization in the Community (143), Recognize Examples of Styles of Living (144), Identify Future Job Trends (146), Identify Examples of Interdependence (147), Recognize Current Business Trends (148), Identify Various Items For Sale in the Community (154), Identify the Largest Industries in the Community (156), Detect Examples of How Tax Money Is Spent (149), Analyze the Availability of Goods and Services (155), Identify Various Payment Plans Available (157), Determine the Actual Cost of Borrowing Money (158), Determine the Sources of Local Income (160), Identify Items Affected By Changes in Price (161), Distinguish Between Wants and Needs (163), Identify Old and New Inventions and Careers (165), Determine Examples of Opportunity Costs (166).

Questions:

1. Give examples of actual housing costs for high, middle and low income families in your community.
2. List examples of scarce goods in your community.
3. List the economic services available in your community.
4. Make a list of businesses that have failed in your community.

5. List the forms of transportation available in your community.
6. List examples of specialized employment opportunities in your community.
7. Give examples of job trends for employment in your community.
8. List the ways in which your community is dependent on the other areas of the country for survival.
9. What is the current general business outlook for your community?
10. List items for sale in your community that are not available in other communities.
11. List the major industries in your community.
12. Who is the largest employer in your community?
13. Give examples of how tax money is spent in your community.
14. List services that are not available in your community.
15. List businesses that offer financial assistance in your community.
16. What are the interest rates charged by the various loan institutions in your community?
17. What are the major sources of local income for your community?
18. What are the major economic needs of your community?
19. List new careers available in your community.

Attitude Survey About Community Economy

Attitudes About the Community Economy: The following statements are based on the objectives listed below and are intended to determine the students' attitudes concerning the local economy. Key words used in these objectives include ***detect, identify***, and ***determine.***

Related Objectives: Identify Available Services in the Community (134), Recognize Examples of Scarcity (133), Determine the Types and Availability of Restaurants (135), List the Businesses That Have Failed (137), Detect Evidence of Community Growth (139), Determine the Availability of Jobs in Your Community (140), Recognize Examples of Styles of Living (144), Identify Future Job Trends (146), Detect Examples of How Tax Money Is Spent (149), Identify the Largest Industries in the Community (156), Determine the Actual Cost of Borrowing Money (158), Identify Old and New Inventions and Careers (165), Propose A Solution To A Local Economic Issue (151), Analyze the Advantages of Comparison Shopping (152), Illustrate a Local Economic Issue (159), Identify Significant Community Needs (141).

Statements: The following statements are followed by a scale from 1-5. Circle the number which best reflects your opinion (attitude) about the statement. One indicates strongly agree and five indicates strongly disagree.

	strongly agree	agree	no opinion	disagree	strongly disagree
1. The cost of goods and services in our community is similar to other communities.	1	2	3	4	5
2. Citizens in our community are constantly aware of the problems of scarcity of supply.	1	2	3	4	5
3. Medical and social services are readily available to citizens in our community.	1	2	3	4	5
4. Our community has an adequate supply and variety of restaurants.	1	2	3	4	5
5. The general trend in our community is toward business success.	1	2	3	4	5
6. The general trend in our community is toward economic prosperity.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
7. There are numerous job opportunities available in our community.	1	2	3	4	5
8. Our community enjoys a high standard of living.	1	2	3	4	5
9. The prospects for future employment in our community are bright.	1	2	3	4	5
10. Taxation is a generally important topic to citizens in our community.	1	2	3	4	5
11. There is evidence of new industrial development in our community.	1	2	3	4	5
12. The cost of borrowing money in our community is similar to other communities.	1	2	3	4	5
13. There is evidence of new careers and inventions in our community.	1	2	3	4	5
14. Our community reflects the general economic condition of the economy for the entire state and nation.	1	2	3	4	5
15. There is evidence in our community of equal opportunity employment.	1	2	3	4	5
16. Our community has adequate transportation services for its citizens.	1	2	3	4	5
17. There are part-time employment possibilities in our community.	1	2	3	4	5

Attitude Survey About the Newspaper and the Community Economy

Attitudes About the Newspaper and the Community Economy: The following statements are based on the objectives listed below and are intended to determine the students' attitudes about the newspaper and the local economy. Key words used in these objectives include *detect, analyze, identify*, and *predict.*

Related Objectives: Detect Evidence of Community Growth (139), Identify Significant Community Needs (141), Analyze the Various Items Needed to Open a Business (145), Propose a Solution to a Local Economic Issue (151), Analyze the Advantages of Comparison Shopping (152), Determine the Variety and Importance of Financial Institutions (153), Illustrate a Local Economic Issue (159), Predict the Availability of Future Goods and Services (162).

Statements: The following statements are followed by a scale from 1-5. Circle the number which best reflects your opinion (attitude) about the statement. One indicates strongly agree and five indicates strongly disagree.

	strongly agree	agree	no opinion	disagree	strongly disagree
1. Our newspaper carries consumer advertisements and information for teens as well as adults.	1	2	3	4	5
2. Our newspaper carries information about employment for teens.	1	2	3	4	5
3. Our newspaper reflects economic needs in our community.	1	2	3	4	5
4. Our newspaper carries information about businesses succeeding and failing in our community.	1	2	3	4	5
5. The editorials in our newspaper offer solutions and opinions about local economic issues.	1	2	3	4	5
6. It is possible to do comparison shopping in our newspaper.	1	2	3	4	5
7. Our newspaper carries national and international news of economic concern to local citizens.	1	2	3	4	5
8. Our newspaper illustrates through words and pictures issues of concern to our community.	1	2	3	4	5

	strongly agree	agree	no opinion	disagree	strongly disagree
9. Our newspaper carries helpful information about financial institutions in our community.	1	2	3	4	5
10. The general availability of goods and services in our community is reflected in our newspaper.	1	2	3	4	5
11. Our newspaper carries advertisements about sales and money-saving specials.	1	2	3	4	5
12. The classified advertisements in our newspaper prove helpful to the local consumer.	1	2	3	4	5
13. Our newspaper accurately reflects the economic history of our community.	1	2	3	4	5
14. Our newspaper deals directly with the economic future of our community.	1	2	3	4	5